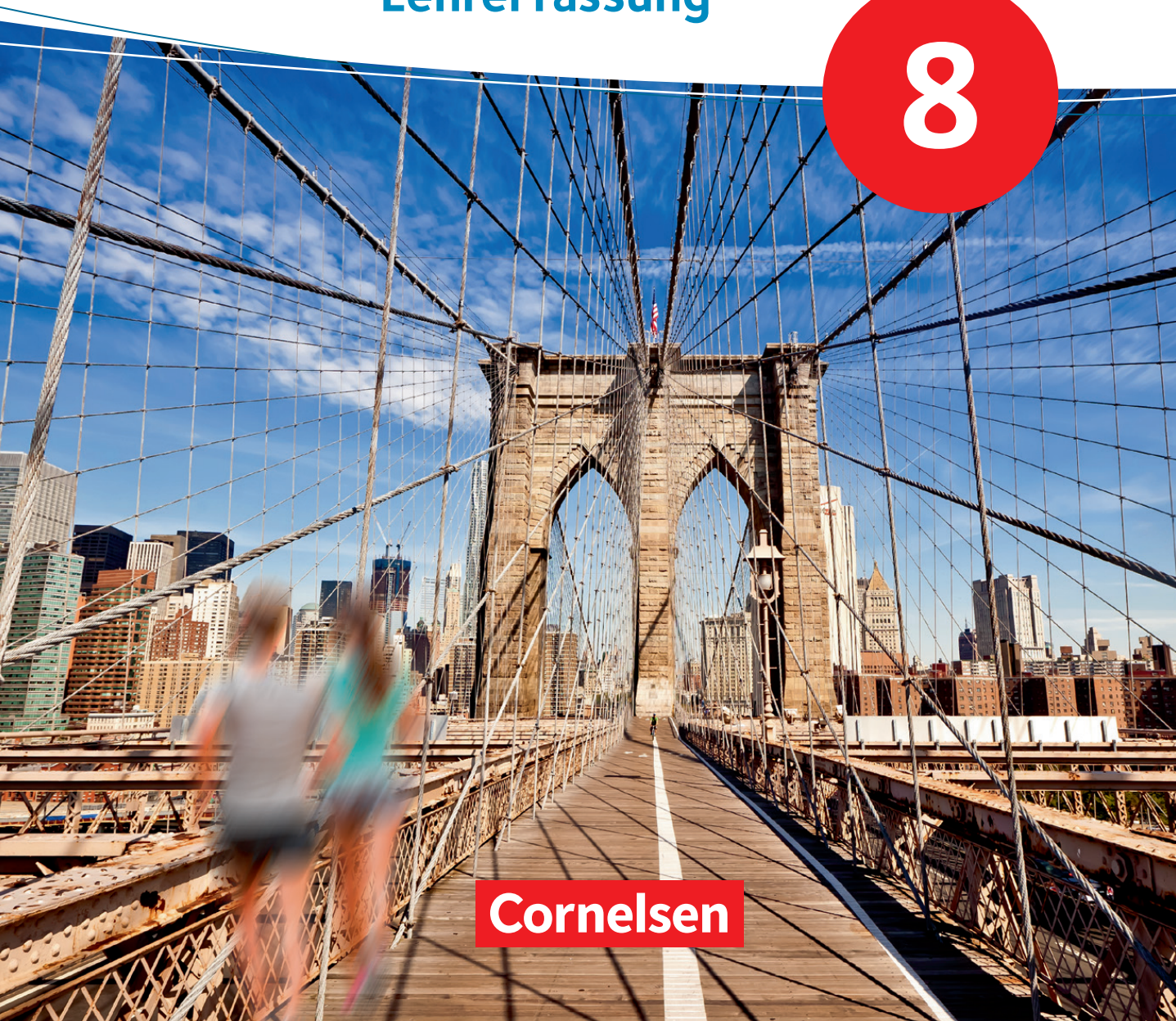
# GO AHEAD

REALSCHULE BAYERN

Lehrerfassung

8



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United States of America
Canada
Mexico
Pacific Ocean
Atlantic Ocean
Gulf of Mexico
Bahamas
Pacific Standard Time
8:00
−8h
Mountain Standard Time
9:00
−7h
Central Standard Time
10:00
−6h
Eastern Standard Time
11:00
−5h
International boundary
State boundary
Time zone boundary
−5h Time difference to Greenwich Mean Time
VT = Vermont
NH = New Hampshire
MA = Massachusetts
CT = Connecticut
RI = Rhode Island
NJ = New Jersey
DE = Delaware
MD = Maryland
Washington
Oregon
California
Nevada
Idaho
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
Minnesota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michigan
Indiana
Ohio
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
New York
Maine
Seattle
Olympic National Park
Yellowstone National Park
Black Hills National Forest
Mount Rushmore
Badlands National Park
Isle Royale National Park
Yosemite National Park
Death Valley National Park
Sequoia National Park
Joshua Tree National Park
Grand Canyon National Park
Monument Valley
Everglades National Park
Sacramento
San Francisco
San Jose
Las Vegas
Los Angeles
San Diego
Phoenix
Santa Fe
Denver
Mobridge
Minneapolis
Milwaukee
Chicago
Detroit
Pittsburgh
Columbus
Indianapolis
Kansas City
Saint Louis
Memphis
Little Rock
Dallas
Austin
Houston
San Antonio
New Orleans
Baton Rouge
Montgomery
Atlanta
Orlando
Miami
Parkland
Philadelphia
Baltimore
Washington DC
Jamestown
Boston
Mashpee
Long Island
New York
Rocky Mountains
Appalachian Mountains
Missouri
Columbia
Snake
Colorado
Arkansas
Ohio
Mississippi
Rio Grande
The Great Salt Lake
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
Straits of Florida
0 200 400 miles
0 200 400 600 kilometres
Alaska Standard Time
−9 h
Alaska
Russia
Canada
about 500 miles
Hawaii Standard Time
−10 h
Hawaii
United States
about 2000 miles
Mexico
Atlantic Ocean

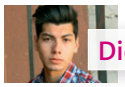
# GO AHEAD

REALSCHULE BAYERN

## Lehrerfassung

8

**Legende zur Lehrerfassung**

| | |
|---|---|
| It *was* invented in 1818.<br>Slavery is shocking/shocked.<br>**2)** *1 c • 2 d • 3 a* | Musterlösungen zu geschlossenen Aufgabenformaten |
| education | Lernwortschatz (produktiv zu lernen) (►Vocabulary, SB-Seiten 178–210) |
| °trolls | Situativer Wortschatz (nicht produktiv zu lernen) (►Dictionary, SB-Seiten 211–243) |
| + tablet<br>Box: Voc., p. 200 | Verweis auf zusätzlich eingeführte Vokabel und auf orange hinterlegten Kasten mit wichtigen Hinweisen zum neuen Wortschatz im Vocabulary (SB-Seiten 178–210) |
| she<br>wasn't allowed<br>medicine | Neue grammatische Strukturen |
|  Diego | Auf den Abbildungen sind jeweils die Namen der wichtigen Personen angegeben. |
| Kelisha Harris[1]<br>[1] [kə'li:ʃə 'harɪs] | Aussprachehinweis bei Eigennamen und schwierigen Wörtern |
| ► KV 1 | Zusatzmaterialien:<br>KV = Kopiervorlagen in den Handreichungen für den Unterricht |
| 1 | Interaktive Übungen zum Workbook |

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GO AHEAD
REALSCHULE BAYERN

**Go Ahead · Band 8**


| | |
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Soweit in diesem Lehrwerk Personen fotografisch abgebildet sind und ihnen von der Redaktion fiktive Namen, Berufe, Dialoge und Ähnliches zugeordnet oder diese Personen in bestimmte Kontexte gesetzt werden, dienen diese Zuordnungen und Darstellungen ausschließlich der Veranschaulichung und dem besseren Verständnis des Inhalts.

Im Lernmittel wird in Form von Symbolen auf eine CD verwiesen; diese enthält – bis auf die Hörverstehensübungen – ausschließlich optionale Unterrichtsmaterialien. Die CD unterliegt nicht dem staatlichen Zulassungsverfahren.


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**Dein Englischbuch enthält folgende Teile:**

| | |
|---|---|
| **Unit 1 bis 5** | Die fünf Kapitel des Buches |
| **Revision** | Üben und Vertiefen |
| **Partner pages** | Aufgaben für Partnerarbeit |
| **More ideas** | Weitere Redemittel für einige Übungen |
| **Fast finishers** | Weitere Aufgaben |
| **Wordbank** | Zusätzliche Wörter zu bestimmten Themen |
| **Text file / TF** | Interessante Texte, passend zu den Units 1 bis 5 |
| **Language file / LF** | Zusammenfassung wichtiger Sprachregeln |
| **Skills file / SF** | Beschreibung wichtiger Lern- und Arbeitstechniken |
| **Vocabulary** | Wörterverzeichnis zum Lernen der neuen Wörter |
| **Dictionary** | Alphabetisches Wörterverzeichnis zum Nachschlagen *(English-German)* |

**Die Units bestehen aus diesen Teilen:**

| | |
|---|---|
| **W & P Words and pictures** | Einstieg in die neue Unit |
| **Text 1 / Text 2** | Neue Texte und Themen mit vielen Aktivitäten und Übungen |
| **Introduction 1 / Introduction 2** | Texte und Aufgaben zum Entdecken von Regeln und Üben wichtiger Strukturen |
| **Skills training** | Listening – Reading – Speaking – Writing – Mediation – Viewing |
| **Study skills** | Lern- und Arbeitsmethoden |
| **YOUR CHECK** | Lernfortschritt feststellen |
| **YOUR TASK** | Gelerntes kreativ anwenden |
| ***ACROSS CULTURES*** | Informationen zu kulturellen Gemeinsamkeiten und Unterschieden |

**In den Units findest du diese Symbole:**

| | |
|---|---|
| | Partnerarbeit |
| | Gruppenarbeit |
| | Text auf CD und MP3 |
| VIEWING | Filmclip auf DVD |
| *More ideas* → *p. 101* | Zu dieser Übung findest du unterstützende Redemittel im Anhang. |
| | Frage deinen Lehrer / deine Lehrerin nach einer Kopiervorlage. |
| *Fast finishers 2* → *p. 109* | Nachdem diese Übung erarbeitet wurde, gibt es eine zusätzliche Übung im Anhang. |
| *WB 1-2, p. 8* | Auf dieser Seite im Workbook findest du passgenaue Übungen zur Schülerbuchseite. |

**Verweise in den Units:**
LF = Language file
SF = Skills file
TF = Text file
**WB = Workbook**

**Für deine Arbeit mit den Units ist außerdem wichtig:**

- Am Anfang jeder Unit findest du auf der rechten Seite eine Liste mit Lernzielen. So weißt du, was du nach dieser Unit auf Englisch kannst.
- Unten auf den Unit-Seiten findest du Sätze mit einem grünen Häkchen. Sie zeigen dir, was du nach der Erarbeitung dieser Seite kannst.

## The USA: facts and figures


| | Thema | Kompetenzen | Sprachliche Mittel |
|---|---|---|---|
| 8 | W & P<br>**The USA: facts and figures** | Vorwissen sammeln und Neues über Bewohner, Geografie und Geschichte der USA erfahren<br>*Overview* und *The USA: first impressions*: Filmszenen, die geografische und historische Fakten über die USA vermitteln, verstehen | Wortfeld *history, geography*<br>Wortfeld *numbers* |


## Unit 1 – The American dream


| | Thema | Kompetenzen | Sprachliche Mittel |
|---|---|---|---|
| 10 | W & P<br>**The American dream** | Etwas über die Familiengeschichte von sechs amerikanischen Teenagern erfahren und sich mit dem *American dream* auseinandersetzen<br>Über die eigene Familiengeschichte erzählen | Wortfeld *immigration* |
| 12 | TEXT 1 **New York City in song lyrics** | *An open letter to NYC:* ein Musikvideo verstehen und interpretieren<br>Musik beschreiben: einen weiteren Song über New York City hören und beide Lieder vergleichen | Orte und Dinge in New York City<br>*NYC has five boroughs.*<br>*Writing American dates* |
| 14 | INTRODUCTION 1<br>**Our dreams** | Sich mit Obdachlosigkeit in NYC beschäftigen<br>Britisches und amerikanisches Englisch unterscheiden | *Revision: questions* |
| 16 | SKILLS TRAINING<br>**A form** | Ein Einreiseformular für die USA ausfüllen | *Instructions in an application form* |
| 17 | **Visiting the USA** | Unterhaltungen im Taxi und an der Hotelrezeption angemessen führen | *Giving instructions to a taxi driver and checking into a hotel* |
| 18 | INTRODUCTION 2<br>**The Big Apple food tour** | Eine Broschüre über eine geführte Tour in Manhattan verstehen<br>Sich mit Informationen zu NYC beschäftigen und diese den Großeltern auf Deutsch vermitteln | *subject and object questions*<br>*New York City food* |
| 20 | STUDY SKILLS<br>**Using what you know** | Strategien anwenden, um unbekannte oder vergessene Wörter zu umschreiben und herauszufinden, ob man verstanden wurde | *Paraphrasing: I need something for … / Do you understand what …?* |
| 21 | SKILLS TRAINING<br>**Hanging out in Brooklyn** | *Hanging out in Brooklyn:* Filmszenen zum Leben Jugendlicher in NYC verstehen und mit dem eigenen Alltag vergleichen | Wortfeld *free time and hobbies* |
| 22 | TEXT 2<br>**Putting Makeup on the Fat Boy** | Seine Meinung zu einem Auszug aus einem Jugendroman äußern<br>Die Hauptfigur beschreiben | Figuren charakterisieren<br>Persönliche Meinungsäußerung |
| 24 | YOUR CHECK | Sprachliche und methodische Lernfortschritte prüfen und üben<br>Lernfortschritte erkennen und festhalten | |
| 25 | YOUR TASK | In der Unit gelernte Wortfelder und Redemittel anwenden<br>Ein Gedicht oder einen Rap über NYC schreiben und präsentieren | |


## Unit 2 – Land of the free?


| | Thema | Kompetenzen | Sprachliche Mittel |
|---|---|---|---|
| 26 | W & P<br>**Land of the free?** | Sich mit der Geschichte der amerikanischen Ureinwohner auseinandersetzen<br>*Native Americans before Columbus:* einen Film über die Geschichte der *Native Americans* verstehen | Wortfeld *Native American history* |
| 28 | TEXT 1<br>**Trail of Tears** | Sich mit dem Thema „Verlust" in einer Kurzgeschichte über den *Trail of Tears* beschäftigen | *Saying goodbye to your home* |

| | | | |
|---|---|---|---|
| 30 | **INTRODUCTION 1**<br>**Time for change** | Einen Dialog verstehen und dabei etwas über die heutigen Probleme der *Native Americans* erfahren<br>Schulische Verbesserungsvorschläge überlegen<br>Sagen, was passiert, wenn ... | *Revision: if-sentences type 0 / type 1 / type 2*<br>Wortfeld *Giving advice* |
| 32 | **SKILLS TRAINING**<br>**Bloodlines** | *Bloodlines:* Seine Meinung zu einem Film äußern und über Kameraeinstellungen sprechen | *camera shots: long shot, medium shot, close-up* |
| 33 | **Talking about a film** | Eine Filmbesprechung verstehen und auf Deutsch sinngemäß wiedergeben<br>Einen Film beschreiben und bewerten | Wortfeld *Talking about films* |
| 34 | **INTRODUCTION 2**<br>**Do guns make us free?** | Einen Lexikoneintrag zum Thema „Waffen in den USA" verstehen<br>Position beziehen und eine Debatte führen | Wortfeld *holding a debate*<br>*reflexive pronouns and each other* |
| 36 | **STUDY SKILLS**<br>**Doing online research** | Die notwendigen Schritte bei der Vorbereitung einer Präsentation beachten und üben | Wortfeld *doing online research*<br>*bookmark/keyword/...* |
| 37 | **SKILLS TRAINING**<br>**Giving a presentation** | Einen Vortrag vorbereiten und halten | *Today I'm going to talk about ...* |
| 38 | **TEXT 2**<br>**A profile of a protester** | Sich mit Emma González und der *#Never Again*-Bewegung beschäftigen | Wortfeld *protests* |
| 40 | **YOUR CHECK** | Sprachliche und methodische Lernfortschritte prüfen und üben<br>Lernfortschritte erkennen und festhalten | |
| 41 | **YOUR TASK** | In der Unit gelernte Wortfelder und Redemittel anwenden<br>Eine Ausstellung gestalten und präsentieren und dazu Feedback erhalten und geben | |
| 42 | ***REVISION 1** | Üben und Vertiefen | *Use of English:* Informationen vervollständigen<br>*Vocabulary: a museum visit, research and presentations* |

## Unit 3 – A changing world

| | Thema | Kompetenzen | Sprachliche Mittel |
|---|---|---|---|
| 44 | **W & P**<br>**A changing world** | Detroit, eine Stadt im Wandel, kennenlernen<br>Sich zu sozialem Engagement austauschen | Wortfeld *changes*<br>Wortfeld *volunteer work*<br>*I volunteer in ...* |
| 46 | **TEXT 1**<br>**Smart technology** | Einen Artikel über intelligente Technik verstehen<br>Sich zu Geräteautomatisierung austauschen und die Vor- und Nachteile erörtern | Wortfeld *cars*<br>*engine/sensors/tyre/...*<br>*collocations: track your fitness* |
| 48 | **INTRODUCTION 1**<br>**How things are made** | Am Beispiel der Autoproduktion verstehen, wie etwas hergestellt wird<br>Erklären, wie etwas produziert wird und sich ein Quiz zu Erfindungen ausdenken | *the passive (simple present)*<br>*technical verbs: invent/produce/recycle/...* |
| 50 | **SKILLS TRAINING**<br>**Virtual reality** | Produktangaben aus einer Werbung auf Deutsch erklären und Fragen dazu beantworten | Wortfeld *virtual reality* |
| 51 | **Radio programmes** | Unterschiedliche Radioprogramme erkennen und einer Musiksendung Informationen entnehmen<br>Darüber reden, wann man selbst Radio hört | Wortfeld *radio programmes*<br>*news/weather report/...*<br>*musicians and music* |
| 52 | **INTRODUCTION 2**<br>**Old and new** | Etwas über ein Kunstprojekt in Detroit erfahren<br>Meinungen zu unterschiedlichen Aussagen diskutieren | *participle constructions* |
| 54 | **SKILLS TRAINING**<br>**Writing a product review** | Diskutieren, was ein gutes Produkt ausmacht<br>Einen Gegenstand beschreiben und bewerten<br>Einen eigenen Text überprüfen und verbessern | *adjectives and phrases to describe products*<br>*complex linking words* |
| 55 | **STUDY SKILLS**<br>**Giving feedback on writing** | Einen Produktbericht bewerten<br>Verbesserungsvorschläge anhand einer Checkliste machen | *Giving feedback* |

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|---|---|---|---|
| 56 | **TEXT 2**<br>**America's national parks** | *National parks:* Informationen in einem Film über vier bekannte amerikanische Nationalparks verstehen<br>Etwas über die Bedeutung und Vielfalt amerikanischer Nationalparks erfahren | *Talking about climate, landscapes, wildlife and global warming* |
| 58 | **YOUR CHECK** | Sprachliche und methodische Lernfortschritte prüfen und üben<br>Lernfortschritte erkennen und festhalten | |
| 59 | **YOUR TASK** | In der Unit gelernte Wortfelder und Redemittel anwenden<br>Ein neues Produkt kreieren | |


## Unit 4 – Black lives


| | Thema | Kompetenzen | Sprachliche Mittel |
|---|---|---|---|
| 60 | **W & P**<br>**Black lives** | Sich zu afroamerikanischen Vorbildern austauschen<br>*Slavery in the USA:* eine Slideshow zur Geschichte der Sklaverei verstehen | Wortfeld *slavery* |
| 62 | **TEXT 1**<br>**Black lives matter** | Einen Artikel über *racial profiling* verstehen und mithilfe des Kontextes vervollständigen<br>Sich mit Diskriminierung auseinandersetzen | Wortfeld *justice and crime*<br>*charge/discrimination/trial/...* |
| 64 | **INTRODUCTION 1**<br>**Great achievements** | Über die Leistungen von Barack Obama sprechen<br>Sich mit berühmten amerikanischen Sportlern befassen | *verbs with two objects*<br>*personal passive*<br>Wortfeld *sportspeople* |
| 66 | **SKILLS TRAINING**<br>**In New Orleans** | Verstehen, was für Jugendliche in New Orleans wichtig ist, und eigene Werte benennen | *important people, things, values* |
| 67 | **Music in good and bad times** | *A musician in New Orleans*: einen Film über den Musiker Ado verstehen und beschreiben | *Describing a video* |
| 68 | **INTRODUCTION 2**<br>**After Katrina** | Etwas über die Zerstörungen durch den Hurrikan Katrina erfahren<br>Beschreiben, wie etwas hätte anders sein können | *if-sentences type 3*<br>*adjectives with -ed and -ing*<br>*interested – interesting* |
| 70 | **STUDY SKILLS**<br>**Extreme storms** | Einen Sturmjäger kennenlernen<br>Unbekannten Wortschatz erschließen | Wortfeld *weather*<br>*prefixes, suffixes, conversion* |
| 71 | **SKILLS TRAINING**<br>**An appointment at the doctor's** | Einen Termin beim Arzt ausmachen und sich beim Arztbesuch verständigen<br>Bei einem Arztgespräch zwischen englischen und deutschen Sprechern vermitteln | Wortfeld *At the doctor's*<br>*Max has an allergy and a high temperature.* |
| 72 | **TEXT 2**<br>**The Hate U Give** | Die Reaktionen der Charaktere verstehen<br>Vorhersagen, wie sich die Geschichte weiterentwickelt | Persönliche Meinungsäußerung |
| 74 | **YOUR CHECK** | Sprachliche und methodische Lernfortschritte prüfen und üben<br>Lernfortschritte erkennen und festhalten | |
| 75 | **YOUR TASK** | In der Unit gelernte Wortfelder und Redemittel anwenden<br>Einen Film über ein Thema drehen, das einem wichtig ist | |
| 76 | ***REVISION 2** | Üben und Vertiefen<br>Notizen machen | *Use of English:* Sätze umformulieren<br>*Vocabulary: national parks, new products, adjectives* |


## Unit 5 – In Canada


| | Thema | Kompetenzen | Sprachliche Mittel |
|---|---|---|---|
| 78 | **W & P**<br>**In Canada** | Wissen über Kanada teilen<br>Notizen machen und Informationen präsentieren | *aspects of Canada* |

| | | | |
|---|---|---|---|
| 80 | **TEXT 1**<br>**The polar bear capital of the world** | Sich mit einem Artikel über eine Stadt am Polarkreis beschäftigen<br>*Visiting Churchill:* einen Film über die Stadt Churchill verstehen | Wortfeld *danger* |
| 82 | **INTRODUCTION 1**<br>**At adventure camp** | Informationen erfragen und Überraschung ausdrücken | *negative questions*<br>*make or do* |
| 84 | **SKILLS TRAINING**<br>**Asking follow-up questions** | Nachfragen, um Interesse zu zeigen und Unterhaltungen aufrechtzuerhalten | Wortfeld *show interest*<br>*Really? That sounds amazing. Can you explain a bit more?* |
| 85 | **How Tommy Lemenchick became a grade 7 legend** | *How Tommy Lemenchick became a grade 7 legend:* wesentliche Filmszenen verstehen und die Gefühle der Hauptfiguren beschreiben | Wortfeld *feelings*<br>*Tommy felt excited/puzzled/...* |
| 86 | **INTRODUCTION 2**<br>**Rodeo and relay** | Etwas über Rodeo und Pferderennen erfahren<br>Eine Sache besonders betonen<br>Beschreiben, was man tun kann und darf | *emphatic pronouns*<br>*modal verbs have to, be allowed to, be able to* |
| 88 | **SKILLS TRAINING**<br>**A letter** | Sich eine eigene Meinung zu einem kontroversen Thema bilden<br>Einen Leserbrief verfassen | *Writing a letter*<br>*Dear Sir or Madam / In my view / Best regards ...* |
| 89 | **STUDY SKILLS**<br>**Describing visuals** | Kanada und die USA vergleichen<br>Diagramme, Tabellen und Karten beschreiben | *Describing visuals*<br>*This chart shows ...* |
| 90 | **TEXT 2**<br>**I am still alive** | Einen Auszug aus einem Jugendroman verstehen<br>Über die Vor- und Nachteile des Lebens in der Wildnis diskutieren | Wortfeld *wilderness*<br>*synonyms* |
| 92 | **YOUR CHECK** | Sprachliche und methodische Lernfortschritte prüfen und üben<br>Lernfortschritte erkennen und festhalten | |
| 93 | **YOUR TASK** | In der Unit gelernte Wortfelder und Redemittel anwenden<br>Eine Broschüre über Kanada schreiben und gestalten | |


## ANHÄNGE


94 **SONG TEXT**

95 **PARTNER PAGES (UNITS 1–5)**

101 **MORE IDEAS (UNITS 1–5)**

109 ***FAST FINISHERS (UNITS 1–5)**

114 ***WORDBANK 1–8**

122 ***US TIMELINE**

124 ***TEXT FILE**

124 TF 1 STORY Putting Makeup on the Fat Boy (Unit 1)
126 TF 2 ARTICLE The Oregon Trail (Unit 2)
127 TF 3 SONG You got to run (Unit 2)
128 TF 4 STORY Divergent (Unit 3)
130 TF 5 STORY The adventures of Huckleberry Finn (Unit 4)
134 TF 6 ARTICLE Life in the Arctic (Unit 5)
135 TF 7 POEM To this day (Unit 5)

136 **LANGUAGE FILE**

136 LF 1 Revision: Simple present and present progressive
137 LF 2 Revision: Simple past and past progressive
138 LF 3 Revision: Present perfect and present perfect progressive
140 LF 4 Revision: Questions
141 LF 5 Subject and object questions
142 LF 6 Revision: *if*-sentences, types 1 and 2
144 LF 7 Reflexive pronouns
146 LF 8 The passive
147 LF 9 Participle constructions
149 LF 10 Verbs with two objects
149 LF 11 The passive of verbs with two objects
150 LF 12 *if*-sentences, type 3
151 LF 13 Negative questions
152 LF 14 Emphatic pronouns
152 LF 15 *Can* and *must* and their substitutes
154 Grammatical terms

156 **SKILLS FILE**

177 **COUNTRIES AND CONTINENTS**

178 **VOCABULARY**

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246 **LIST OF NAMES**

247 **ENGLISH-SPEAKING COUNTRIES**

248 **ENGLISH SOUNDS & ALPHABET**

249 **Answers to YOUR CHECK**

254 **QUELLENVERZEICHNIS**


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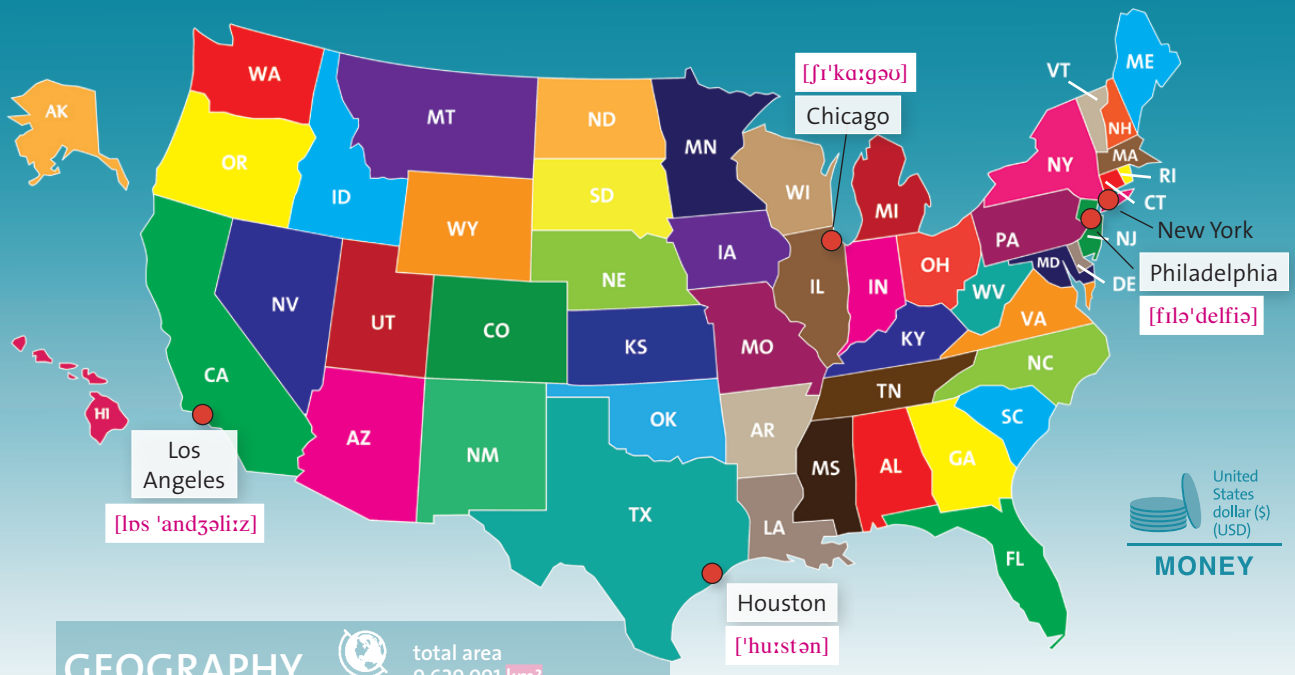
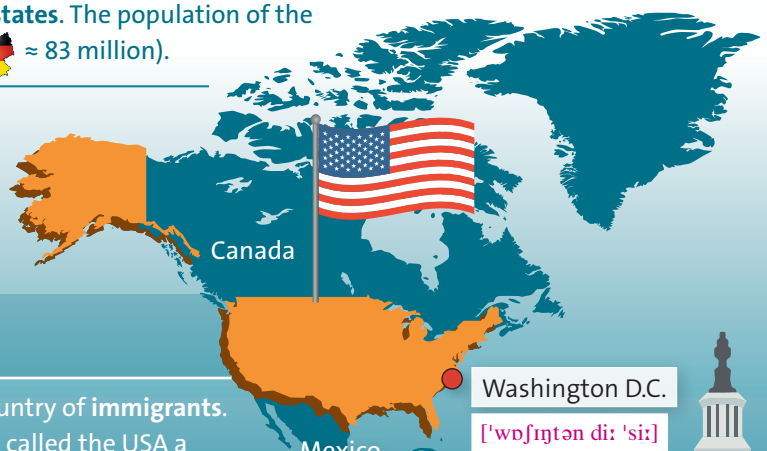
# The USA: facts and figures




## GEOGRAPHY

total area 9,629,091 km²

**The USA** is a very big country. It is **26** times bigger than Germany. The USA has **50 states**. The population of the USA is **over 320 million** ( ≈ 83 million).




United States dollar ($) (USD)

**MONEY**

Federal presidential constitutional republic

**GOVERNMENT**

Washington D.C.
['wɒʃɪŋtən diː 'siː]

## PEOPLE

The USA is a country of **immigrants**. People often called the USA a melting pot. The first immigrants from many different countries and cultures 'melted' together to become Americans.

+ (to) melt

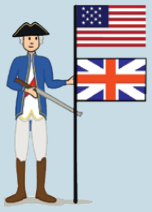
But today people say America is more like a **salad bowl** – people of many cultures live together but they keep their different cultural identities.

► KV 1A ► KV 1B ► KV 2 ► KV 3

## HISTORY

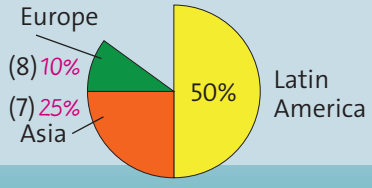
It all started in the 1770s. In 1778 (1) *13* states broke away from Great Britain to create the independent **United States of America**.

Today's flag has (2) *13* **stripes** for the first states and **50 stars** for all the states today.



In the **1770s** the population was (3) *2½ (2.5 / Two and a half)* million. (4) *40* million people emigrated from Europe to the USA in the **19th century**. (5) *80* % of all immigrants were Europeans. Many arrived through the immigration center on **Ellis Island** near New York.

(6) *5½ (5.5 / Five and a half)* million **Germans** settled in the Midwest in the 19th century. Today **hundreds of thousands** of new immigrants arrive every year from:




## CITIES

The three biggest cities in the USA are **New York City** with **8.3 million** people, **Los Angeles** with (9) *3.8* million and **Chicago** with **2.7 million**. The capital **Washington D.C.** has (10) *632,000 (just over 600,000)* people. The city got its name from the first president, George Washington.

**2a)** *1 The USA is 26 times bigger than Germany but the population of the USA is only (about) four times bigger than the population of Germany. • Germany is smaller than the USA, so in Germany there are more people per square kilometre (km²) than in the USA.*

### 1 What you already know about the USA

°Brainstorm what you already know about the topics in the box. Share your ideas with the class.

cities and sights • everyday life • films • food • music • sports • weather

### 2 Geography

**a** Read the geography part. Answer the questions.

1 How many times bigger than Germany is the population of the USA? What do you notice about the population and size of each country?

2 Look at the map with the states. Which states can you name? (For example: MT = Montana)

**b** Look at the map of the USA at the front of the book. How many different time zones are there? Ask and answer about different times. *– It's 2 am in Los Angeles. It's 5 am in New York. What time is it in Los Angeles?*

**2b)** *There are six time zones: Pacific Standard Time, Mountain Standard Time, Central Standard Time, Eastern Standard Time, Alaska Standard Time, Hawaii Standard Time.*

### 3 VIEWING People and history: Overview

**a** Watch the video. What is it about? How would you describe the style of the video?

**b** Read the parts about people, history and cities. Then watch the video again and write down the missing numbers for gaps 1–10. US timeline → p. 122

### 4 VIEWING First impressions

**a** Watch a video about a boy's first impressions of the USA. What topics does he talk about?

**b** Watch the video again and take notes on the topics. What information is the most interesting?

**ACROSS CULTURES**

**Copy and complete the measurements.** Box: Voc., p. 179

**Use:** *degrees Celsius, degrees Fahrenheit, gallons, kilometres, litres, miles.*

| | Germany | USA |
|---|---|---|
| distance | *kilometres (AE: kilometers)* | *miles* |
| temperature | *degrees Celsius (°C)* | *degrees Fahrenheit (°F)* |
| volume | *liters (AE: liters)* | *gallons* |

**4a)** *American homes (average home size, space per person, ...) • temperature (air conditioning, ...) • cars (car owners, travel distance, gas (= BE: petrol), ...) • shopping and food (supermarkets, groceries, ...) • weather (extreme weather conditions)*

Unit 1

# The American dream

[dɪ'eɪgəʊ]

Diego

Mexican American

Zari ['zɑːrɪ], [ʒə'riː]

African American

GIVE ME YOUR TIRED, YOUR POOR, YOUR HUDDLED MASSES YEARNING TO BREATHE FREE.

At the bottom of the Statue of Liberty

NEW YORK

['iːθən]

Ethan

American with German roots

► KV 4 ► KV 5

"a free, happy life which every American can achieve through hard work"

+ achievement *(n)*

Definition of **THE AMERICAN DREAM**

**In this unit you will**

- find out about New York City's population, history, sights, popular activities and food.
- do interviews and fill in a form.
- practise taking a taxi and checking in at a hotel.
- use language strategies to explain what you mean and check for °understanding.

At the end of the unit you'll write and perform a group rap or poem about New York City.

## 1 Faces of New York City (NYC)

**a** **Look at the six Americans. They all have families who emigrated or had to come to the USA. Think about the reasons why people emigrate and share your ideas with a partner. (Think about emigration from Ireland or stories in the news.)**

1.1 **b** **Listen to the six teens. Who was born in the USA?**

1.1 **c** **Listen again.** **1b)** *Zari, Mattia, Ethan, Linh (not born in the USA: Diego, Noor)*

**Partner A: Make notes on Diego, Noor, Ethan.**
**Partner B: Make notes on Zari, Mattia, Linh.**

| | (name) | (name) | (name) |
|---|---|---|---|
| when their family or ancestors came to the USA | | | |
| why their family or ancestors came to the USA | | | |
| what their lives are like now | | | |

**d** **Use your notes to tell your partner about the three teenagers. Did their families leave their country for the reasons you talked about in 1a or other reasons?**

*Fast finishers 1* → *p. 109* US timeline → *p. 122*

## 2 The American dream

**Look at the °quote and the definition of the American dream. As a class make an ideas web for the American dream.**

## 3 Faces of our class

**a** **Make *Faces of our class* posters or webpages for your class. Write or record a short history about your family.**

*My grandparents were born / have roots in …*
*My parents come from …*
*We've always lived in … / We moved from … to …*

**b** °GALLERY WALK **Walk round and look at the posters, or view the webpages and listen to the stories.**

I can understand and write a personal history. ✔

WB 1-3, p. 3

# New York City in song lyrics

**1** VIEWING SONG *An open letter to NYC*

a Close your books and watch the music video by the Beastie Boys[1]. What do you think of the song?

[1]['bi:sti bɔɪz]

b Which aspects of NYC do you see in the video? What is the main message that you hear? Tell the class.

**2** **The song lyrics** 2) *1 A, C • 2 A, B, D, F • 3 A, D • 4 A, D, E, G • 5 D, E, F • 6 D, E, F*

Now read some of the song lyrics. Match each °section with one or more pictures (A–G). (More than one answer is °possible.) Then discuss.

[1]['brʊklɪn]
[2]['brɒŋks]
[3]['statən]
[4]['man'hatən]

**1**
Brooklyn[1], Bronx[2], Queens and Staten[3]
From the Battery to the top of Manhattan[4]
Asian, °Middle Eastern and Latin
Black, white, New York you make it happen

**2**
°Brownstones, water towers, trees, skyscrapers
Writers, prize fighters and Wall Street traders
We come together on the subway °cars
°Diversity °unified, °whoever you are

**3**
Dear New York, this is a love letter
To you and how you brought us together
We can't say enough about all you do
'Cause in the city we're ourselves and °electric too

**4**
I see you're still strong after all that's °gone on
°Lifelong, we °dedicate this song
Just a little something to show some °respect
To the city that °blends and °mends and tests

**5**
Since 9/11 we're still livin'
And lovin' life we've been given
°Ain't nothing gonna take that away from us
We're lookin' pretty and gritty
'cause in the city we trust

**6**
Dear New York, I know a lot has changed
Two towers down but you're still in the game
Home to the many, °rejecting no one
°Accepting °peoples of all places,
°wherever they're from

► KV 6

One World Trade Center (1WTC), also called Freedom Tower, is the tallest building in NYC.

This is the date of the attack on the old World Trade Center.

The two holes left by the towers of the old WTC are now pools.

NYC is one of the biggest financial centers in the world.

**ACROSS CULTURES**

**Remember:** In the USA, when people write dates, the month comes first. So September 11 = 9/11.

1.2 **3 SONG** ***Empire State of Mind (Part II) Broken Down*** [1][ə'lɪʃə 'kiːz]

**a** Listen to another song about NYC by Alicia Keys[1]. What is the main message of this song for you? You can find the lyrics on p. 94.

**b** Listen again. Then compare the song to the Beastie Boys' song. What is the same and what is different? Think about the message and describe the music.

*Both songs are about …*
*The Beastie Boys' song …, but the song by Alicia Keys …*
*When I hear the … song, I want to …*
*But when I hear the other song , I …*

Wordbank 1 → p. 114
SF 1 → p. 156f.

**3a)** *New York is a big city, but you can make it there and get lucky. It's a hard city but it's also a city of chances and dreams. Life in NYC can be difficult, but you have the chance to follow your own dreams in New York. The city will inspire you and make you happy.*

I can interpret song lyrics. ✔

1

**1a)** *He wants to …*
- *have a nice quiet home for himself, his mom and his sister.*
- *finish school and have a job / become an accountant, and to earn money to go on vacation with his mother.*

# Our dreams

**ACROSS CULTURES**

In New York City's homeless shelters there are about 15,000 families with 23,000 children. Some reasons for families being homeless are high rents in the city, health problems and violence at home. + (to) rent Over half of homeless families are African Americans and many are °Latinos.

## 1 An interview with Diego

1.3

**a** Listen to an interview with Diego who lives in a homeless shelter. What's his dream?

**b** Match the parts of the questions from the interview.

**1b)** *1 i • 2 e • 3 d • 4 h • 5 f • 6 a • 7 b • 8 g • 9 c*

| | | | |
|---|---|---|---|
| 1 | Can you tell us | a | living in the shelter? |
| 2 | How long | b | where you live? |
| 3 | Why is your family | c | dream, Diego? |
| 4 | How did | d | in the shelter? |
| 5 | What did | e | have you lived in the shelter? |
| 6 | How do you feel about | f | you do? |
| 7 | Have you told your friends | g | doing OK at school? |
| 8 | Are you | h | everything end? |
| 9 | What's your | i | something about yourself? |

### LOOK AT LANGUAGE: word order in questions (revision)

**Look at the questions in 1b. Answer a, b and c below.**

Revision LF 1-3 → pp. 136-139

**a** The word order of *yes / no* questions (1, 7, 8) is °***auxiliary / modal verb + subject + main verb***.
What is the word order of questions with question words?

**a)** *question word + auxiliary / modal verb + subject + main verb*

**b** In questions in the °simple present or the °simple past (4–6), what auxiliary verb do we use?

**b)** *do/does or did*

**c** In questions with *be* (3, 9) we don't use …

**c)** *an auxiliary / a modal verb*

LF 4 → p. 140

## 2 SOUNDS & STRESS Questions

+ (to) stress

1.4

**a** Listen to the questions in 1b. Does the voice go up on *yes/no* questions or on °*wh*-questions?

**b** Listen again and repeat the questions.

**2a)** *The voice goes up on yes/no questions and down on wh-questions.*

## 3 Diego's answers

1.3

**a** Listen to the interview again. Take notes on Diego's answers. The words in the box can help you.

accountant • curfew • health insurance • neighbourhood • rent • roach

**b** Compare your answers. How do you feel about Diego's situation? More ideas → p. 101

► KV 5

## 4 Questions about homelessness

**a** Put these questions in the right °order.

1 like / what / it's / you / to be homeless / do / think /?
2 a / solution / homeless shelters / good / are /?
3 of the government / homelessness / everybody / the responsibility / is / or of /? + responsable (for) *(adj)*
4 help / what / do / to / we / can /?

**b** Ask and answer the questions in a. Then discuss with the class.

More ideas → p. 101

I think it's very hard because …
Homeless shelters keep people °off the streets, but …
It's the responsibility of the government / families /…
They should / ought to … We can give … / talk to …

**4a)** *1 What do you think it's like to be homeless?*
*2 Are homeless shelters a good solution?*
*3 Is homelessness the responsibility of the government or of everybody?*
*4 What can we do to help?*

## 5 British and American English

**a** Can you remember the American words from the interview for the British words 1–6? Write the words in two lists: British and American. Then add other pairs of words.

1 flat */apartment* 3 pavement */sidewalk* 5 underground */subway*
2 mum */mom* 4 petrol station */gas station* 6 holiday */vacation*

**b** Diego talked about the *school study centre*, *neighbourhood library* and his *favourite subject*. How do you spell *neighbourhood* and *favourite* in American English? And *centre*?

**5b)** *BE "ou" becomes "o" in AE • BE "re" becomes "er" in AE*

## 6 SOUNDS & STRESS Differences

1.5

**a** Listen to some questions and answers from conversations in NYC. Do you hear a British °accent? Hold up a British flag. Do you hear an American accent? Hold up an American flag.

**b** Listen again and repeat. How do the words below sound different in British and American English? Box: Voc., p. 181

*advertisement, water, route, pasta, tomato, address*

**Remember:** you can listen to the pronunciation of words in British and American English in an online dictionary.

**6b)** *dialogue 1: advertisement, water, address*
*(1) BE:* [əd'vɜːtɪsmənt] – *(2) AE:* [ˌædvər'taɪzmənt]
*(1) BE:* ['wɔːtə(r)] – *(2) AE:* ['wɔːtər]
*(1) BE:* [ə'dres] – *(2) AE:* ['ædres]
*dialogue 2: route (1) AE:* [raʊt] – *(2) BE:* [ruːt]
*dialogue 3: pasta, tomato*
*(1) AE:* ['pɑːstə] – *(2) BE:* ['pæstə]
*(1) AE:* [tə'meɪtəʊ] – *(2) BE:* [tə'mɑːtəʊ]

## 7 Your interview

**a** Choose one of the other teenagers on p. 10. Write an interview with the teenager. Write °at least five questions and answers.

**b** °Role-play the interview and °record it.

**c** Check your recording. Use the checklist. Then role-play the interview again.

- Are the questions correct? + (to) correct
- Is the stress in the questions right?
- Do the answers fit the questions?
- Is the interview interesting?

I can interview somebody about their dream. ✔

5, 7 WB 1-2, p. 6

# A form

## 1 Travel application for the USA

a When you visit the USA, you have to fill in this form. Which sections are '°required fields' (parts you must fill in)?

b Some of the words in the form are difficult to understand. Explain the words in purple. The words and phrases in the box can help you. °Take turns.
**Partner:** What does 'enter' mean? **You:** It means *fill in.*

person who is applying for something • when something or someone is hurt • nationality • done • when you can't use something any more • buildings or things that °belong to somebody • when you get something • fill in • somebody who can't live without something (like drugs)

*fill in*

**ENTER INFORMATION** Please give all answers in English. Required fields are shown by a red °asterisk*.

*a person who is applying for something*

**APPLICANT / PASSPORT INFORMATION**
Refer to your passport and enter all information in the same °format.

Family Name* | First Name*
Gender* ◉ Male ◉ Female
Date of Birth* | City of Birth*
Country of Birth* | Passport Number*
+ citizen
Country of Citizenship* | National Identification Number
*nationality*
+ (to) issue
Issue Date* | Issuing Country*
*when you get something*
Personal °Identification Number | Expiration Date*
*when you can't use something any more*

**YOUR CONTACT INFORMATION**
Please enter your contact information below.

Address Line 1*
Address Line 2
Apartment Number | City*
State/°Province/°Region* | Country*
°Telephone Type* | Country °Code + Phone*
Email Address*

**SOCIAL MEDIA (°Optional)**
Please enter information about your online activity.
Provider / Platform
Social Media Identity

**CONTACT INFORMATION WHILE IN THE U.S.**
Name* Hotel Harlem ['haːləm]
Address Line 1* West 130th Street
Address Line 2
Apartment Number
City* New York City
State* NY 10027
Phone* Number 646-838-7623

**EMERGENCY CONTACT INFORMATION IN OR °OUT OF THE U.S.**
(family member or friend)
Family Name* | First (Given) Name*
Email Address* | Telephone*

**QUESTIONS**
+ addicted to *(adj)*
1 Do you have a °physical or mental illness?*
Are you a drug user or addict?*
Do you have a disease?* *done*
*somebody who can't live without something (like drugs)*
2 Have you ever committed a crime that °resulted in serious harm to property or another person?*
+ (to) harm
*when something or someone is hurt*
*buildings or things that belong to somebody*

Source: US Department of Homeland Security

## 2 Your form

a Complete your form. (You can leave out the information you don't have.)

SF 4 → p. 160

b CHECK Check your partner's form. Has your partner completed everything correctly?



I can fill in a travel application form. ✔

# Visiting the USA

## 1 Taking a taxi

1.6

Zari's uncle Elijah is visiting New York City. He takes a taxi from JFK Airport to a hotel near Zari's home. Listen. How much is the fare? How much tip does he give?

[dʒeɪ ef 'keɪ]

+ waitress

**1)** *The fare is 51 dollars. He gives 9 dollars tip.*

**ACROSS CULTURES**

+ tip *(n)*

It's important to tip in the USA. In taxis and restaurants you usually give cab drivers and waiters 15–20% of the fare or bill. In hotels, you give the person who carries your bags $1–2 for each bag. Who do people tip in Germany? How much?

## 2 Checking in

1.7

**a** Zari's uncle is at the hotel. Listen and complete the information in your exercise book. SF 1 → p. 156f.

Family name *Holmes* First name *Elijah*
Nationality *American*
Staying for *two* nights

1.8

**b** Read the hotel information. Then listen to the receptionist. What information is different?

+ reception

There's an ice machine at the end of every floor.
The vending machine is on the first floor.
Breakfast is from 6:30 to 10:30 (°bagels, coffee).
There's a °safe on the shelf in the closet.
Checkout time is 10:00 am.

**2b)** *The vending machine is on the second floor. • Breakfast is from 6:30 to 9:30. • Checkout time is 11:00 am.*

**ACROSS CULTURES**

Box: Voc., p. 182

The **first floor** of a building in the US is the **ground floor** in the UK.

## 3 Arriving in NYC

**a** **Partner A: Look at p. 95.**
**Partner B: Your family takes a taxi from the airport to your hotel. You start the conversation.**
Tell the driver where your hotel is.

*Hotel Harlem, West 130th Street*

Ask about the fare and how long the journey is.
Pay when you arrive.

**b** **Swap roles. Partner B: Look at p. 96.**
**Partner A: Check your family in at the hotel for three nights.**
Ask for three key cards.
Ask about breakfast and cold drinks.
Ask about checkout times. Fast finishers 2 → p. 109

**PHRASE BOX**

**Take a taxi**
Could you take me to …?
I'd / We'd like to go to …
How much will the fare be?
How long will it take?
What do I / we owe you?
Here's … Keep the change.

**Check in at a hotel**
I've / We've booked a room for two nights.
May we have two key cards?
Where can we find …?
What time is breakfast / checkout?

I can take a taxi and check into a hotel. ✔

3

WB 1-2, p. 8

# The Big Apple food tour

**ACROSS CULTURES**

The nickname for NYC is 'the Big Apple'. Does your town have a nickname or a special slogan?

## 1 About the tour

Zari and her parents are going on a food tour with her uncle. Read the °brochure and find out what you do on the tour. Then tell a partner which foods you have tried or would like to try.

*1)*
*What happens on the tour? – On the tour you visit different areas of Manhattan.*
*What do you eat on the tour? – You eat lots of different food during the day.*
*Breakfast: bagels with cream cheese*
*Lunch: Dim sum and Peking duck*
*Dinner: Italian pizza and meatballs*
*Snacks: hot dogs; cheesecake*

### The Big Apple food tour

**What happens on the tour?**

On the tour we take a whole day to visit different areas of Manhattan. Your guide will tell you interesting stories and information about the areas and sights. So for example: Who lives in those beautiful apartment buildings next to Central Park[1] and what does an apartment there cost?

[1] ['sentrəl 'pɑːk]

**Who leads the tour?**

Our tour guides are all people who love New York City and love food. Some are teachers or cooks. Some are students. But they're all people with lots of stories to tell!

**What do we eat on the tour?**

You will taste lots of different food during the day. First breakfast: bagels with cream cheese in a deli on the Lower East Side. Dim sum and Peking duck in Chinatown[1] for lunch. And real Italian pizza and meatballs in Little Italy for dinner. And of course a few snacks like hot dogs and cheesecake along the way. Come hungry!

[1] ['tʃaɪnətaʊn]

## LOOK AT LANGUAGE: °subject and object questions

**a** Look at the two questions from the brochure. Match them to the correct °explanations.

1 Who leads the tour?
2 What do we eat on the tour?

a When *who* or *what* is the **subject** of a question, the word order is the same as in a positive or negative statement. There is no *do/does/did* in the question.
b When *who* or *what* is the **object** of a question, the subject (*I/we*, etc.) comes after *do/does/did*.

**a)** *1a • 2b*

**b** Find three more questions in the first paragraph of the brochure. Are they subject or object questions?

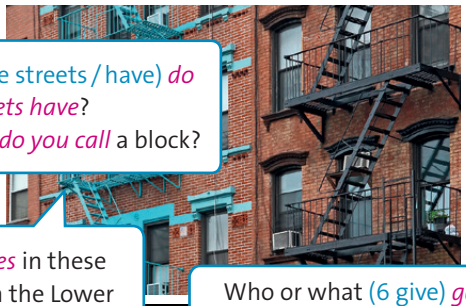
LF 5 → p. 141

**b)** *What happens on the tour? = subject question*
*Who lives in those beautiful apartment buildings next to Central Park? = subject question*
*What does an apartment there cost? = object question*

► KV 12

## 2 On the tour

**a** **Complete the questions for the guide on the tour.**



What design (1 the streets / have) *do the streets have*?
What (2 you / call) *do you call* a block?

How many floors (5 the Empire State Building[1] / have) *does the Empire State Building have*?

[1] [empaɪə ˈsteɪt bɪldɪŋ]

Who (3 live) *lives* in these old buildings on the Lower East Side? Who (4 live) *lived* in them in the past?

Who or what (6 give) *gave* Times Square its name? How many advertisements (7 you / see) *do you see* on the buildings?

Who (8 think) *thought* of the hot dog? What (9 New Yorkers / eat) *New Yorkers eat* on hot dogs?

**b** **Now match the guide's answers to the correct questions.**

*Fast finishers 3* → p. 109 **2b)** 1/2 e • 3/4 c • 5 a • 6/7 d • 8/9 b

**a** One hundred and two. There's an awesome view of the city from the top.

**b** German Charles Feltman[1] got the idea for the hot dog in 1915. Real New Yorkers eat hot dogs with sauerkraut and mustard. The ones in Central Park are awesome! [1] [tʃɑːlz ˈfeltmən]

**c** Well, this area is getting real expensive. But most of the immigrants who came in the late nineteenth century and the early twentieth century lived here. Lots of Germans, Italians, Polish people and Russians settled in this neighborhood. The buildings were °slums and the living conditions were terrible.

**d** When the *New York Times* newspaper moved to the square, the square got its new name. It's one of the most popular places in NYC. There are hundreds of advertisements and lights.

**e** If you look at the plan, you'll see that most of the streets that go across have numbers (like 42nd Street). The streets that go down are avenues with numbers (like Fifth Avenue, the famous shopping street) or avenues with names (like Lexington[1] Avenue). Some streets have special names (like Broadway[2], the famous street with lots of theaters). A block is the distance from one street to the next.

[1] [ˈleksɪŋtən] [2] [ˈbrɔːdweɪ]

**c** **MEDIATION** **You're on the tour with your grandparents. Explain the guide's answers to them in German.**

**d** **What would you like to do in New York?**

*More ideas* → p. 102

I can ask different types of questions. ✔

6

# Using what you know

You can say a lot in English – more than you think! When you don't know how to say something or somebody doesn't understand you – don't worry. Think how you can say it in a different way.

## 1 Shopping

1.9

a Two visitors are shopping at Macy's[1]. Listen. What do the girl and the boy want to buy? Choose the correct pictures.

[1] ['meɪsɪz]

**ACROSS CULTURES**

Macy's department store on 34th Street is the biggest department store in the world.

**1a)** *Girl: pictures 6 (a towel) and 7 (some laces) • Boy: pictures 11 (a belt) and 5 (some canvas shoes)*

b Listen again. How do the two visitors explain what they want? Complete the explanations that they use.

1 I need something for *when you go swimming / after swimming.*
2 You use it to *get not wet.*
3 They're long things, for *my sneakers. (Mine have broken.)*
4 I need something so *that they don't fall down. (You wear it at the top of your trousers.)*
5 I also want a type of *summer shoes. (They're not leather, they're a different material, they're lighter, but not plastic.)*

You can paraphrase and ...
- say what activity something is for or what you use it for.
- use the opposite words and say 'not' (e.g. for 'cheap' say 'not expensive').
- describe what the thing is like.
- say what type of thing it is.

## 2 Checking for understanding

1.10

Listen to two more conversations. How do the two teenagers check that the shop assistant understands? How do the assistants answer? Complete the table.

| Checking | Answering |
|---|---|
| *Do you know what I mean?* | *Yes, of course.* |
| *Do you understand what I mean?* | *Sure, you mean (an ATM).* |

## 3 In a department store

Partner A: Look at page 95.
Partner B: Look at page 96.

SF 20 → p. 176

**Step by step: using what you know**
- Don't worry!
- Use paraphrasing.
- Check and say it again differently.

SF 7.2 → p. 162f.



I can paraphrase and check if people understand me. ✔

# Hanging out in Brooklyn

Brooklyn Bridge (built 1869–1883)

## 1 In Brooklyn

**Before you watch the video, look at the maps on p. 12 and p. 18 and find these two places.**

1 Brooklyn Bridge, the most famous bridge in NYC. Which two boroughs does it join?

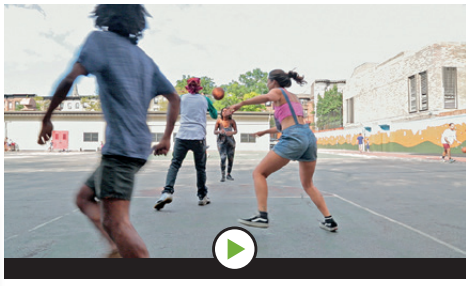
2 A popular beach place at the bottom of Brooklyn. What is it called?

**1)** *1 Brooklyn and Manhattan • 2 Coney Island*

## 2 a VIEWING Hanging out in Brooklyn

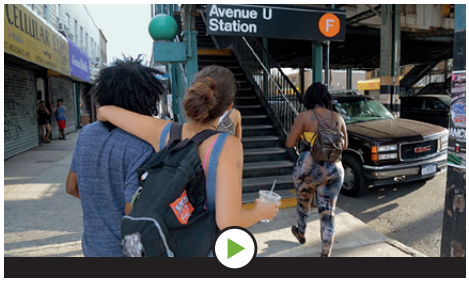
[1]['alıks] [2][tʃaz] [3][liː 'ɑːʃə] [4]['keɪtlɪn]

**Watch a video about four friends (Alex[1], Chazz[2], Le'Asha[3] and Caitlin[4]). Which scene did you like best? Why?** SF 2 → p. 157f.



**b** **Make a table. Write where they are and what they're doing in the four scenes.**

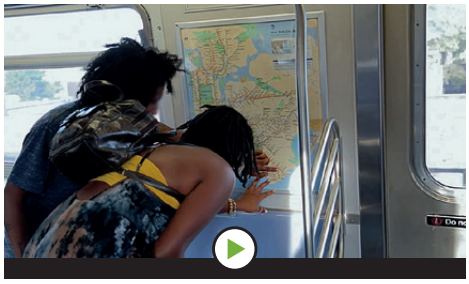
| | Place | What are they doing? |
|---|---|---|
| Scene 1 | *on Chazz's stoop* | *chatting, laughing, rapping, eating pizza, drinking coffee* |
| Scene 2 | *at a neighbourhood basketball court* | *playing pickup games / street-ball, talking about basketball stars* |
| Scene 3 | *in the subway, on Coney Island* | *travelling to Coney Island, eating hot dogs* |
| Scene 4 | *at a café* | *eating sandwiches, chatting* |



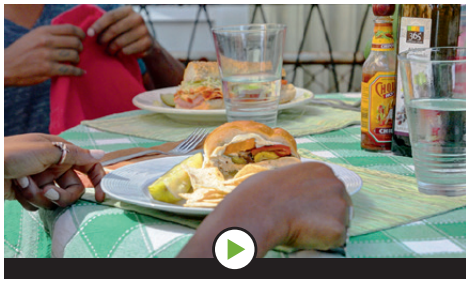

## 3 What about you?

**a** **Talk about what you do when you hang out. Think about …**

- where you hang out and what you do with your friends, or if you prefer to hang out at home alone.
- what sports you play and where.
- if you go on trips with friends and where you go.
- if you eat at cafes and restaurants with friends, what you eat and who pays.



**b** **Look at your notes in 2b. Compare what you do with the American friends. What's the same? What's different?**



## 4 The rap

**Watch scene 1 again. What is the rap about? What do you think of their rap? What do you like or not like?**

I can compare my free time to teenagers in the USA. ✔

# Putting Makeup on the Fat Boy *(by Bil Wright)*

+ fat *(n)*

[bɪl] [raɪt]

## 1 The interview

**a** **Look at the book cover and read the information. Would you like to read this book?**

+ (to) be overweight

*Carlos Duarte[1] is an overweight teenager whose dream is to be a makeup artist in Macy's[2]. His friend Angie[3] has helped him with his application, his sister Rosalia[4] was his model for his photos and his friend Gleason[5] has taken the photos. His friend Soraya[6] has even lent him some expensive women's boots by the famous °designer Stella McCartney[7] from the second-hand shop where she works. Now he just needs the job.*

1['kɑːlɒs duˈɑːteɪ]
2['meɪsɪz]
3['andʒi]
4[rəʊ'zeɪlɪə]
5['gliːsən]
6[sə'raɪə]
7['stelə mə'kɑːtni]

**b** **Read the story. How does Carlos feel when he gets the interview? What problem does he have on the day?**

Friday morning it happened. I was in history class when my phone vibrated. I got up and ran out, even though it's totally against the rules. "Hello, hello!" I shouted. "This is Valentino[8], the manager of FeatureFace Cosmetics at Macy's." He said it like he was saying, *This is Meryl Streep and I've been nominated for a million Oscars.* "Is Carlos Duarte there?"

"This is Carlos," I said.

8[valən'tiːnəʊ]

"We want to see you tomorrow for an interview. We have two times. At eleven and at one thirty."

As soon as he got out "One thirty", I said, "Eleven."

"Fine. Bring your résumé and a model for your makeup demonstration."

+ (to) demonstrate

"Of course," I said, like it was old, old information for a pro like me.

+ professional *(adj)*

"Don't be late. We have a very full schedule on Saturday."

Box: Voc., p. 184

"I won't. I'm never late," I said. "Thank you." But he didn't hear any of it, because he'd already hung up.

[...]

Okay, important day needs amazing look, yes? So, black skinny jeans, which Angie says make me look like I have mosquito legs. As if she knows what mosquito legs look like. Black men's suit jacket cut as if it's from the thirties. I love the way it fits. I also had on my red sneakers, which I would take off when I got to Macy's, just like I'd promised Soraya. Under my arm, a red bag. I used it to carry my résumé and the pictures Gleason had taken of me. The bag was actually for a kid, but it looks like it's Gucci.

+ promise *(n)*

Some gel in my hair so it looked shower fresh. My eyes were clear. I had just a bit of color in my cheeks. I'd given myself a manicure. I looked *excellent*!

I was arriving at Macy's without my model. When I told Rosalia I'd chosen her to come with me and be my model, she acted as if I'd asked her to lend me money. "All right," she said, "but Saturday is our busiest day at my job. I really shouldn't, but I'll go there on Saturday morning and tell them I have an emergency and I'll be back in the afternoon." [...]

She wanted to meet me at the Thirty-fourth Street entrance to Macy's, but when I started walking toward the store, I could see she wasn't there.

"Please, please, Rosalia," I was praying, waiting outside the store.

But I had to go inside and change into my boots and find where the counter was, so I wouldn't be late for my interview.

When I got into the store, there was a guard, and I asked where the nearest restroom was. He said something about the second floor, giving me this once-over that I didn't appreciate. *I mean, it's New York. Haven't you seen every kind of person there is in this city?* But I just got on the escalator to the second floor. I thought I could get a helicopter view of the first floor and see where FeatureFace was.

+ (to) guard

The first floor was actually like Cosmetics Counters City. The whole area looked like there was an army of men and women in black guarding the counters. […]

When I saw the FeatureFace counter, I couldn't take my eyes off it. It had this big sign that said 'FeatureFace' in makeup mirror bulbs.

I found the men's room and took off my red sneakers. Got the Stellas out and put them on. I was °superb and I knew it. Just the five-inch heels alone were enough to make me feel like FeatureFace should be happy I was applying for the job. Box: Voc., p. 184, 185

When I came out, I checked my cell. Four minutes to eleven and no message from Rosalia. *If she's not here, I can just take these boots off and get right back on the train.* I was sweating. + sweat (n)

I went toward the escalator. […]

I looked down at the first floor, toward the Cosmetics Counters City. I looked at the FeatureFace counter. Ohmygod! There was Rosalia, standing there in some very tight pants and a horrible orange and white °sweater that made her look like a cat. But she was there! ◈

## 2 The big day

**a** **Read the story again. Describe how Carlos looks and feels on the day of his interview. Is he happy with his °appearance? Is he nervous or confident? Which lines in the story tell you?**

More ideas → p. 102

**2a)** *Carlos has spent a lot of time on his clothes, his hair and make-up (an "amazing look" – line 25). • He's wearing black skinny jeans (line 26), a black men's suit jacket (line 29) and Stellas = women's boots with high heels by a famous designer / Stella McCartney (line 79). He has put some gel in his hair (line 38). • He thinks he looks great ("I looked excellent!", line 41) and he feels very confident. ("I was superb and I knew it.", line 80 / "Feature Face should be happy I was applying for the job.", lines 82–83). • But he's also very nervous because Rosalia isn't waiting outside Macy's ("'Please, please, Rosalia,' I was praying.", line 55) / "I was sweating.", line 88). When he sees Rosalia at the FeatureFace counter, he feels relieved and excited ("Ohmygod!", line 92; "… she was there!", line 96).*

**b** **Discuss lines 64–66:**
'I mean, it's New York. Haven't you seen every kind of person there is in this city?'
**Why does Carlos think this and what does he mean?**

**c** **What do you think of Carlos?**
**What impression do you get of Valentino? Why?**

More ideas → p. 102 TF 1 → p. 124 f.

**2b)** *Carlos thinks this because the guard gave him a once-over to show him that he didn't like his look/appearance. However, in a city like New York there are so many different people, and everybody can be what they want to be. I think Carlos means that everybody should be able to look/dress just as they want to and nobody has the right to judge them.*

I can describe characters in a story. ✔

# 1 YOUR CHECK

Do the tasks and then check your answers on page 249 at the back of the book. Did you get most of the answers right? Well done! Can you do better? Then look at the unit and at the *Vocabulary* and the *Language file* again.

## 1 Check your vocabulary

**a Complete the words.**

As in lots of big cities, the (1) *rents* for apartments are very high in NYC. Some young people might also need to escape from (2) *violence* at home, others might drink or are drug (3) *addicts*. This means some people have to sleep on the streets or live in homeless (4) *shelters* These places are often noisy, can be dirty and have (5) *roaches*, and usually have a (6) *curfew* in the evening. But they offer people a safe place to sleep and a bed for the night.

**b Complete the NYC tips.**

When you get a cab, always ask about the (1) *fare* (how much it will be). Don't forget to give a (2) *tip* or tell the driver to keep the (3) *change*

When you (4) *check* in at your hotel, ask about (5) *vending machines* for cold drinks. In your room, remember to put your passport in the (6) *safe*, so nobody can steal it.

## 2 Check your language

**You want to do a tour of Harlem by bike. Write these questions from the tour's FAQ page.**

1 *Who leads the tours? / Who takes us around Harlem?*
A professional tour guide takes you around Harlem.

2 *How far do we ride (our bikes) on the tour?*
We ride our bikes for about 10 miles.

3 *What do we learn on the tour?*
You learn about the history of Harlem and about Harlem today.

4 *What places do we visit?* We visit Harlem's famous streets, monuments, jazz clubs and theaters.

5 *Who pays for lunch?*
We pay for lunch. It's part of the ticket price.

6 *What languages do the tour guides speak?*
The group tour guides only speak English. But you can have a private tour in other languages.

## 3 Check your speaking

**You don't know the words for these things. Take turns to explain to the shop assistant (your partner) what you want to buy:**

I'm looking for …

*a snow globe: a ball of glass that you shake and then it looks like a snowstorm inside.*

*a Christmas ornament: You use it to decorate a Christmas tree.*

*a crown: it's on the Statue of Liberty's head; kings and queens wear them on their heads.*

*a piggybank: a box you put money in to save it; sometimes it looks like a pig.*

*a key ring: a circle that you put your keys on to keep them together.*

*a wallet: You carry your money and cards in it; you keep it in your pocket or bag.*

## 4 Check your writing

**Write an email from NYC to an English friend. Say what your hotel is like, what you've done, seen and eaten and who you've met. Ask your friend about his or her holiday.**

*We're staying in …*
*It's …*
*We've seen …*
*Yesterday we went to …*
*The best thing so far …*
*What about your holiday? …*

**4)** *Dear Emily*
*We're in New York City at the moment and we're staying in the City Hotel near Central Park. We've seen so many sights in the last couple of days, like the Empire State Building, Times Square, the Statue of Liberty and Ground Zero. Yesterday we went to an art gallery, which was a little boring. The best thing so far is the food! It's very nice because there are so many different restaurants. We've eaten pizza, hot dogs and burgers so far. What about your holiday – are you having a good time?*
*Love Lisa*

1

# Write and perform a rap or a poem about New York City

## GET READY

+ collection *(n)*

First collect ideas. SF 5 → p. 160

- Is your rap or poem about how great NYC is? About its problems? Or both?
- Is your poem about NYC's history or the present? Or both?

Collect words for your ideas.

- Collect the names of areas and buildings, and adjectives to describe them and the city: *exciting, noisy, …*
- Collect °adjectives and phrases to describe the city's people: *welcoming, busy, salad bowl, …*
- Maybe collect words for NYC's food: *bagels, …*

Decide if you want your rap or poem to rhyme (it doesn't have to rhyme). + rhyme *(n)*

- If you want rhymes, then collect words that rhyme: Look at the songs on pp. 12–13 for more rhymes.

| | |
|---|---|
| New York / sidewalk | street / meet |
| America / popular / drama | home / alone / phone |
| USA / stay / subway / pay | tower / power |
| city / pretty / gritty | rap / map |

## GO AHEAD

Write your rap or poem. Write at least eight lines.

- Think of sentence beginnings or phrases for your rap or poem.
- Put the words that you collected together with the sentence beginnings and phrases.
- Put your lines together and read them out. Do they have a good rhythm?
- Practise reading your whole rap or poem. You are going to read it as a group, so decide who will read which lines. You can watch the rap from the video on p. 21 again for ideas on how to perform.

What about:
*New York, New York,*
*A city of dreams,*
*A place for everyone,*
*A city of extremes.*

## FINISH

Perform your rap or your poem to another group.
Listen to the other performances and give feedback.

Your rap was really good – it had great ideas and the vocabulary was very creative. However, we think you need to pay more attention to rhythm.

Unit

# 2 Land of the free?

Presentation

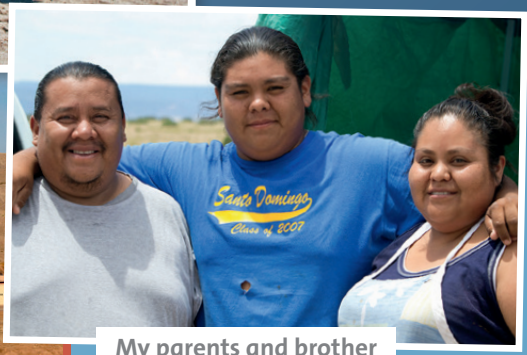
Start

## Native Americans

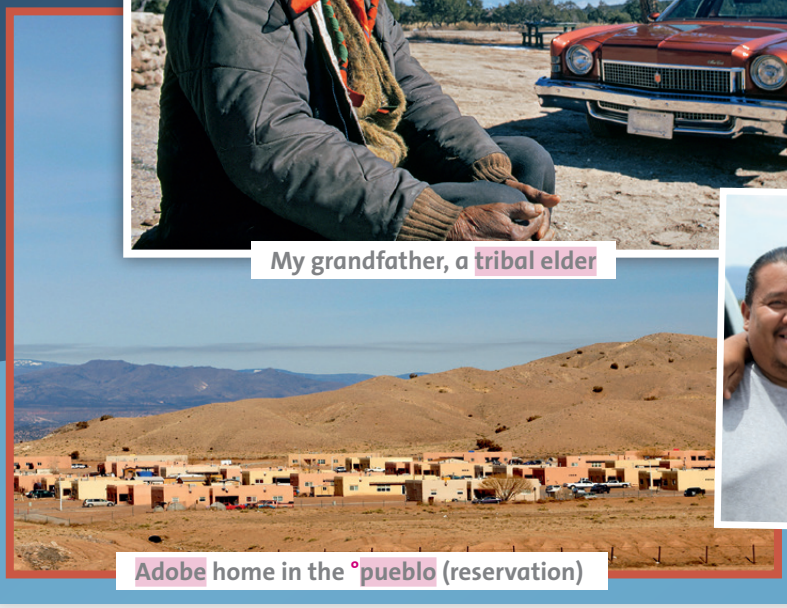
- *indigenous people*
- *1.5 % of the population (about 4.5 million people)*
- *1/3 live on reservations* + rez *(infml)*
- *573 tribes*
- *150 tribal languages*

A tribe member at a °powwow in a head-dress, traditional dress and jewelry

My grandfather, a tribal elder




My parents and brother



Adobe home in the °pueblo (reservation)

Grace

**In this unit you will**

- find out about the early history of the United States and its native people.
- discuss aspects of Native American culture.
- interpret and discuss a film, explain °key points of a film review and give your opinion.
- search for information online and make a presentation.

At the end of the unit you'll make an exhibition about aspects of traditional Native American culture.

+ search (for sth.) *(n)*

## 1 Grace's presentation

[1]['ki:wə] [2]['albəkɜ:ki]

a Grace Bird is a Pueblo Native American who lives in the Kewa[1] Pueblo in New Mexico. She is giving a presentation about Native Americans at a school in Albuquerque[2]. Look at her slides on p. 26. Make a list of questions you would like to ask Grace.

1.11 b Listen to the first part of the presentation. Does Grace answer any of your questions? Which ones?

## 2 Native American stereotypes

+ stereotypical *(adj)*

1.11 a Read these stereotypes. Then listen to Grace again. What does she say about each stereotype? Take notes.

1 Native Americans have one culture.
2 Native Americans live in °teepees.
3 Native Americans earn money from °casinos.
4 Native Americans have braids and wear feathers and beads.

b Discuss your answers. *Fast finishers 4* → p. 110

## 3 VIEWING Native Americans before Columbus

Watch a video about what life was like for the first Native Americans. Make notes under these headings:

1 when they came and where they came from
2 what they ate
3 what was special about the Pueblo people
4 why the Pueblo people moved

## 4 Native Americans after Columbus

a Now look at the pictures on this page. What is happening or has happened in each one? *SF 9* → p. 164

1.12 b Listen to the second part of Grace's talk and take notes for each picture: What? Where? When?

*US timeline* → p. 122

**2a)** *1 over 500 tribes, every tribe has its own traditions*
*2 teepees were only used in some tribes that moved around*
*3 some reservations have a casino*
*4 most people don't wear traditional dress with feathers*

Trail of Tears[1]

**3)** *1 16,000 years ago from Siberia OR 13,000 years ago from Siberia OR 25,000 years ago from Spain*
*2 the first Americans hunted wild animals, but some lived from fishing*
*3 they were farmers and didn't move around to find food*
*4 probably because the climate changed*

Indian boarding school

**4b)** *Trail of Tears: 1830s, Native American tribes had to leave their land and move to Oklahoma, they walked over 5,000 miles*
*Indian boarding schools: in the second part of the 19th century, white people took Native American children away from their parents*
*Wounded Knee Massacre: in 1890 in South Dakota, soldiers killled between 150 and 300 Native American men, women and children*

Wounded Knee Massacre[2]

[1][treɪl əv 'tɪəz] [2][wu:ndɪd ni: 'masəkə]

I can understand key points of Native American culture and history. ✔

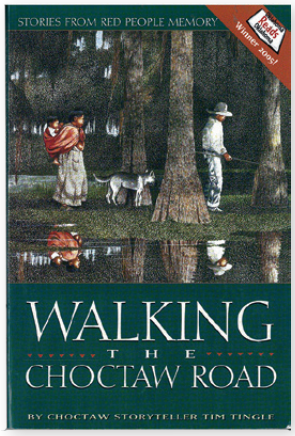
1 WB 1-2, p. 17

# 2 TEXT 1

► KV 18

**1a)** *'Home' didn't mean the houses they lived in, but nature and everything around them: the trees, the river, the stones. When they said goodbye, they rubbed their backs against the trees, they put mud from the river on each other and they crawled on the river stones to be close to nature for one last time.*

## Trail of Tears *(by Tim Tingle)*




Tim Tingle[1] is an Oklahoma[2] Choctaw[3]. This story is about a young Choctaw boy and his family who have to leave their home. Tim Tingle's great-great-grandfather, John Carnes[4] (the big brother in this story) walked the Trail of Tears to Oklahoma in 1835.

[1][tɪm 'tɪŋgl] [2][əʊklə'həʊmə] [3]['tʃɒktɔː] [4][dʒɒn kɑːnz]

### 1 Leaving home

**a** **Read the first part of the story (until line 28). Describe what 'home' meant for these Native Americans and how they said goodbye.**

**b** **Now read the rest of the story. Soldiers have burnt the family's house and the family is on the move. Explain how the boy's mother died.**

**1b)** *The boy's mother helped a woman carry her dead baby in a blanket. The blanket was infected with a disease and the mother got ill. One day she fell and then she died.*

My mother had been crying.
"Come with me," my mother said.
We walked into the woods and came to where two old men were leaning against a tree. While we watched, the men took their shirts off and started rubbing their backs against the tree. They rubbed and rubbed until their backs were bleeding. My mother took my hand and pulled me away.
"What are they doing?" I said.
+ blood *(n)*
We walked to the river and there an old man and woman were sitting in the water. They were crying and putting mud on each other.
"Mother," I said, "why are these people doing these things? They are acting crazy."
My mother didn't say anything. She led me by the hand to another place °on the river. There we saw several women with their dresses rolled up above their knees. They were crawling on the river stones. I had crawled on these stones before, when I fell in the river. It hurt!
"Mother, what is happening?"
"They are saying goodbye to their home," she said.
"They live in town. Their homes are in town."
"Their houses are in town. These people are saying goodbye to their home." [...]
I woke up one morning and the air was frozen quiet. The snow had fallen at night. That was the morning we heard the wagon wheels. Soldiers on horses drove the wagons into our camp and took out blankets. **1** ■■■ All we had to wear was what we had gone to bed with the night our houses burnt. When I tried to run and get my blanket, my mother pulled me back.
"We don't need their blankets," she said.
Years later I asked myself, "How could she know that these blankets were infected with a terrible disease?"
+ infection *(n)*
The people began to die.
Those of us still living °made our way through the swamp to a road. We found hundreds of people walking – *okla nowa*, people walking.
"We are going to a new home," they said, "one they cannot take away from us."
We joined these people walking – my mother and father, my big brother, Little Dog and I. [...]
One morning a woman with a baby couldn't °wake her little girl up. She covered her face with the blanket. She was crying while she walked, carrying her baby girl and crying.
"That little girl has died," my mother said. "Her mother wants to bury her near her new home."
A week later, the woman fell on the road. **2** ■■■ My mother ran to help the woman.

"Let me carry your baby," she said.

+ (to) touch

A few days later my mother fell. It was early evening. We made our camp and built the fire. My mother slept with her feet near the fire. That was the night I first felt the touch. It was a cold touch, moving across my face. I opened my eyes and saw a shadow by the fire. I followed it to the woods. When we were away from the light of the fire, I saw it wasn't a shadow. It was my mother. I went to her and put my arms around her. She was cold and my arms went right through her. **3** ■■■ It wasn't my mother. It was her *shilombish*, my mother's spirit. My mother had died and this was her *shilombish*. She led me back to the camp and sang me to sleep.

The next morning my father woke me up with his cries. He was kneeling by my mother and pulling at his hair and crying.

We lifted my mother and carried her as we went walking – *okla nowa*, people walking. My father carried her for most of the morning. Then my big brother carried her head and shoulders over his back while I carried her feet. **4** ■■■ The next night I felt the touch again. I followed my mother's *shilombish* into the woods. When we were deep in the woods, she said, "You have to carry my body here."

"The panther will find you," I said.

"It's *hoke*," she said. "Only the bones." She made me pull her body into the woods.

The next morning my father shook me awake. "Where did you take your mother?" He had seen my footprints. I led him and my big brother to my mother's body. **5** ■■■ We saw only the bones.

We carried the bones to the river and washed them. We put them in a piece of cloth. Now we could carry my mother to our new home. My father, my big brother and I carried my mother's bones as we went walking – *okla nowa*, people walking. When it was my time to carry my mother, I put my arms around her. It was as if my mother's *shilombish* carried her bones too, lifting me with them. My feet seemed to float along the road. ◈

## 2 Saying goodbye

**True (T), °false (F) or not in the text (N)?**

1 People died from a disease in the blankets.
2 The husband of the woman with the baby had died.
3 The spirit of the boy's mother came to him.
4 The boy found his mother dead in the morning.
5 The boy didn't follow his mother's instructions because he was scared.
6 The boy and his family buried his mother's bones at the camp.

**2)** *1 T • 2 N • 3 T • 4 F • 5 F • 6 F*

1.13

## 3 Extra sentences

**Read the story again. Put sentences a–d in gaps 1–5. You don't need one gap. Then you can listen and check.**

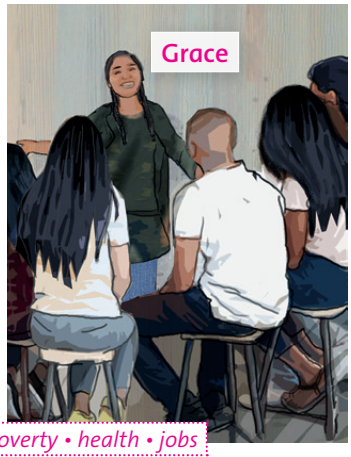
a She was heavy and I knew we could never °make the walk like this.
b Her baby fell out of the blanket.
c When we got there, the panther had done his job.
d We were so cold.

*Fast finishers 5* → *p. 110*

*TF 2* → *p. 126*

**3)** *1 d (l. 33) • 2 b (l. 57) • 3 — • 4 a (l. 83) • 5 c (l. 93)*

# Time for change




## 1 On the reservation

1.14 **a** The aim of the 'Cultural Awareness Club' at Grace's school is to spread awareness about Kewa Pueblo people and their culture. The club is meeting today. Listen. Which of these topics do Grace and the students talk about?

dropping out of high school • guns on the reservation • health • jobs • poverty • typical Native American food • visitors

**b** Now read and check your answers in **a**.

**1b)** *visitors • poverty • health • jobs*

**Raven:** How was your presentation in Albuquerque?

**Grace:** Good! The students there were nice, but some of them have stereotypical ideas about Kewa Pueblo people. I've been thinking about something. If we invite the students from Albuquerque to our school, they'll see what our lives are like.

+ (to) challenge

**Lanita**[1]**:** Good idea! But I think it's important that they also find out about the challenges we have on the reservation. For example, if they come to our reservation, they'll see that some families are poor and can't afford healthy food. If these families didn't live in poverty, they wouldn't have health problems.

[1] [lə'ni:tə]

**Grace:** True. And we can tell the students about the different jobs people do on the reservation, but also talk about people who are unemployed.

+ (to) employ (sb.)

**Cliff:** Yes, a lot of people have to leave the reservation if they want a job. For some Kewa Pueblo people it's a difficult decision to leave. People say it's harder to connect to their culture if they move to cities.

+ connection *(n)*

**Louis:** Yes, that's right. If there were more jobs in the pueblo, more people would stay. ... But why don't we talk about challenges that we all face – not just Native Americans? Problems like guns, alcohol and drunk driving.

### LOOK AT LANGUAGE: *if*-sentences, type 0, type 1 and type 2 (revision)

**a** Look at these examples from Grace's talk. °Match them with the correct types (a–c). Then find one more example for type 1 and 2.

**a)** *1 b • 2 c • 3 a*

| | | | |
|---|---|---|---|
| 1 | If we invite the students from Albuquerque to our school, they'll see what our lives are like. | a | type 0 for facts |
| 2 | If there were more jobs in the pueblo, more people would stay. | b | type 1 for future results |
| 3 | It's harder to connect to their culture if they move to cities. | c | type 2 for an unlikely situation |

**b** What °verb °form belongs in the °*if*-clause and what belongs in the °main clause? Write a rule for each type of *if*-sentence.

LF 6 → p. 142

**b)** *type 0: if clause: simple present, main clause: simple present*
*type 1: if-clause: simple present, main clause: will-future*
*type 2: if-clause: simple past, main clause: would + infinitive*

1.15 **2 SOUNDS & STRESS Up and down**

When the *if*-clause is first, your voice goes up at the end of this clause and then goes down in the main clause. Listen to the examples from 1. Can you hear it? Listen again and repeat.

► KV 19B

## 3 A plan for the visit

**The students in the Cultural Awareness Club are planning the visit. Put the sentences in the right order.**

1 The adobe houses in our pueblo are really special.
the elders / a tour / If / agree / the students / of the pueblo / we'll give

*1 If the elders agree, we'll give the students a tour of the pueblo.*

2 We have a great video of our powwow.
one of the classrooms / a video / to use / If / we'll show / of last year's powwow / we are allowed

*2 If we are allowed to use one of the classrooms, we'll show a video of last year's powwow.*

3 °Frybread is a popular snack.
always / visitors / love it / If / get frybread / they

*3 If visitors get frybread, they always love it.*

4 Our stories are an important part of our culture.
the students / will tell / if / we / a traditional story / ask him / Grace's grandfather

*4 Grace's grandfather will tell the students a traditional story if we ask him.*

5 Students shouldn't take photos.
take photos / The elders / if visitors / we must tell / so / don't like it / the students

*5 The elders don't like it if visitors take photos, so we must tell the students.*

**ACROSS CULTURES**

**In the USA, you have to be ...**

14–17 to get a driver's license (it's different in different states).

18 to buy and carry a handgun (but in 30 states there is no minimum age for owning a long gun).

21 to buy alcohol and drink it in a public place. And in Germany?

Fast finishers 6 → p. 110

## 4 What could be better at the pueblo school?

**Complete the students' suggestions with the correct form of the verbs. Look at each *if*-sentence and decide if it's type 1 or type 2.**

The technology at school is great. But if all students (1 have) *had* computers at home, they could study better.

If students are hungry because there's no food at home, they (3 find) *will find / 'll find* it hard to concentrate at school.

We don't have anywhere to hang out during breaks. If there (5 be) *was* a free room, we could use that.

Computers cost a lot of money. I (2 try) *will try / 'll try* and find a sponsor if the teachers agree.

You're right. Maybe we can set up a breakfast club. I'll talk to the principal if everybody (4 think) *thinks* it's a good idea.

Yes, if the school (6 give) *gave* us a room, everybody would meet there.

## 5 °PLACEMAT At your school

**a** **Make a placemat. Think about what could be better at your school. Use the topics in the box or use your own ideas. Then make three suggestions in your part of the placemat.**

More ideas → p. 103

**b** **Discuss your ideas and °agree on one °suggestion. Put it in the middle.**

**c** **Explain this idea to the class.**

bike facilities
canteen, food, vending machines
classrooms and equipment
clubs and meeting places
rubbish and recycling
school library
sports (equipment, different sports)

I can give facts and discuss future situations. ✔

5, 7

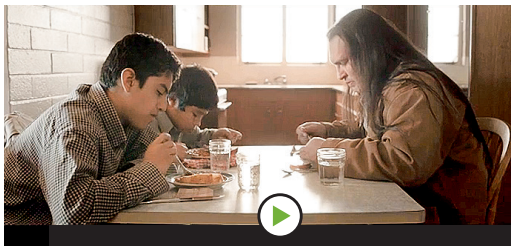
WB 1-3, p. 20

# Bloodlines

**1b)** *A wolf killed one of the cattle. • The father tried to shoot the wolf with his gun. • The father fell asleep. • The older brother took the gun. • The two boys found the wolf. • The older brother wanted to kill the wolf. • The older brother changed his mind. • The younger brother killed the wolf. • The two boys brought the dead wolf back home.*

## 1 The family

**a** Watch the beginning of a film about a Native American family until 4:39. Describe the family's living situation and the relationship between the father and his two sons.



**b** Watch the rest of the film.
Say who did the actions in the box.

killed one of the cattle • tried to shoot the wolf with his gun • fell asleep • took the gun • found the wolf • wanted to kill the wolf • changed his mind • killed the wolf • brought the dead wolf back home

## 2 Talking about opinions

**a** **Think:** Think about these questions.

1 Why did the younger brother and the older brother do what they did?
2 Do you think it was easy for them?
3 Were you surprised that the boys knew how to use a gun? Why or why not?
4 How do you think the father and the boys felt at the end?

Personally, I think / believe ...
In my opinion / view, ...
I felt ...

I agree / don't agree with you.
That's true. / I'm not sure that's true.
That's a good point. (But ...)

**b** **Pair:** Discuss your opinions.

More ideas → p. 103 SF 8 → p. 164

**c** **Share:** Then tell the class.

## 3 Camera shots

**a** Look at the three shots from the film. Describe what they show.

**b** Match the three different types of shot with the correct explanations.

1 It shows the feelings of the characters.
2 It shows the setting of a scene.
3 It shows the characters and the situation they are in. SF 2 → p. 157f.

**3b)** *1 close-up • 2 long shot • 3 medium shot*

long shot

medium shot

close-up



I can talk about the plot and the camera shots in a film. ✔

# Talking about a film

**1)** *1 Es ist ein Road Movie, der von einer Reise mit dem Auto durch die USA erzählt. • 2 Das sind Shane Chasing Horse und Old Pete Chasing Horse, der Großvater des 17-jährigen. Der Großvater erzählt seinem Enkel die Geschichte eines armen Jungen und eines Ponys. • 3 Shane schuldet der Bande Geld. • 4 Das Auto der Bande fährt in einen See. • 5 Shane reitet zum Powwow und erzählt dort Kindern die Geschichten seines Großvaters. • 6 Die beiden Hauptdarsteller sind großartig, Kamereinstellungen und Soundtrack sind toll. Der Film hat eine wunderbare Handlung.*

## 1 MEDIATION What's it about?

**One of your friends has read an online review of a film in English, but doesn't understand much. Read the review and answer her questions.**

1 Was ist das für ein Film?
2 Wer sind die zwei Personen auf dem Bild? Was machen sie gerade?
3 Warum ist die Bande hinter Shane her?
4 Was passiert, als sie Shane finden?
5 Was passiert, nachdem der Großvater gestorben ist?
6 Wie wird der Film bewertet?

## Dreamkeeper

+ (to) inspire

This is an inspiring road movie about 17-year-old Shane[1] Chasing Horse and his 87-year-old grandfather, tribal elder Old Pete Chasing Horse. They live on the Pine Ridge[2] Reservation in South Dakota, the poorest reservation in the US. Shane is in trouble with a nasty °gang on the reservation because he owes them money.

Old Pete promises to give Shane his truck if he agrees to drive him (and his old horse, Three Moons) to a powwow in Santa Fe[3]. So Shane and Old Pete begin their Indian road trip. During the journey Old Pete tells his grandson ancient stories to help him find his way through life. For example, while they are sitting around the campfire on the °prairie in the evening, Old Pete tells the tale of a poor Indian boy and a pony. In this relaxed scene, Shane is sitting opposite his grandfather and is listening respectfully to his wise words. Like the pony story, many stories are stories of magic and the director shows them as real events in the film using special effects. The effects are a bit silly and poor compared to newer films.

+ (to) respect

The gang finds Shane, but their car drives off the road into a lake. Shane °dives into the water and saves them, so they are not enemies any more. When Old Pete's truck breaks down, they continue on the horse and on foot. Old Pete takes Shane to see his father who left the family and Shane gets very angry. But Old Pete says to his grandson, "There is no word in our language for 'me' and 'I', just 'we' and 'us'." So when his grandfather dies in his sleep that night, Shane makes peace with his father. He rides Three Moons to the powwow and tells his grandfather's stories to the children there.

Eddie Spears („Shane") and August Schellenberg („Old Pete") in „Dreamkeeper"

Eddie Spears is fantastic as Shane and August Schellenberg is excellent as Old Pete. The camerawork is great with some beautiful long shots and the film also has a cool soundtrack.

I can really recommend this movie because of the amazing story, but also if you want to learn more about Native American culture.

[1][ʃeɪn] [2][paɪn 'rɪdʒ] [3][santə 'feɪ]

## 2 Opinions

a **In the review, find phrases with positive and negative adjectives to talk about a film.**

b **Would you like to watch 'Dreamkeeper'? Explain your opinion.**

**2a)** *siehe Kennzeichnung im Text*

## 3 SPEAKING Present a film you like

**Think about a film you have seen. Tell your partner what the film is about and give your opinion of it. Use some of the phrases and adjectives you found in 2a.**

Wordbank 2 → p. 115 SF 2.2 → p. 158

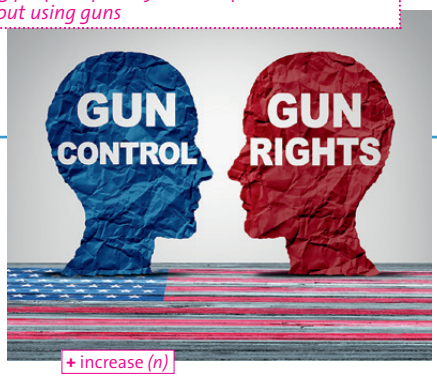
I can explain the main points of a review and give my opinion on films. ✔

# Do guns make us free?

## 1 An American problem

**Read the information. What are the two sides to this problem?**

1 *Gun control*
– *the number of people who shoot another person, shoot each other or shoot themselves has increased*
– *more and more school shootings*
– *young people especially want to protect each other without using guns*




+ increase (n)

The US is different from other countries because it has had a 'gun culture' for a very long time. In some parts of America it is normal to own a gun. According to US law, people have the right to own a gun, so they can protect themselves and their homes. The NRA (National Rifle Association[1]) has a lot of members and many people feel safer with a gun. But the number of people who shoot another person, shoot each other in gang fights or shoot themselves in suicides has increased. In the last few years there have also been more school shootings where a student has shot other students and then himself (the °shooters are usually male). People who support gun control have grown louder and young people especially want to protect each other without using guns.

[1] ['neɪʃnəl 'raɪfl əsəʊʃieɪʃn]

+ (to) control

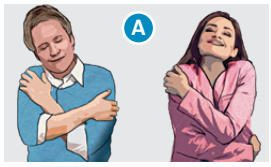
1 *Gun rights*
– *gun culture: law says people have the right to own a gun*
– *people can protect themselves and their homes with guns*
– *people feel safer with a gun*

### LOOK AT LANGUAGE: °reflexive pronouns and *each other*

**a** **Look at these two sentences. Match each one to the correct picture.**

a) *1 B • 2 A*

1 They're protecting **each other**.
2 They're protecting **themselves**.



**b** **Find another example of a reflexive pronoun in 1. Then copy this table and complete it with all the reflexive pronouns.**

| °personal pronoun (subject form) | personal pronoun (object form) | reflexive pronoun |
|---|---|---|
| *I • you • he • she • it • we • you • they* | *me • you • him • her • it • us • you • them* | *myself • yourself • himself • herself • itself • ourselves • yourselves • themselves* |

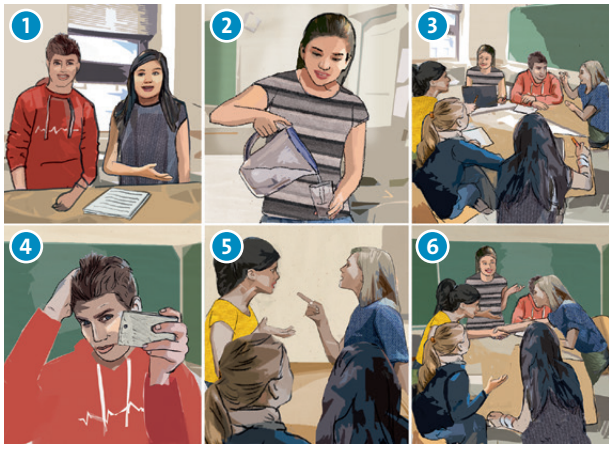
LF 7 → p. 144

## 2 At a debate

+ (to) debate

**Complete the description of a debate with *each other* or a reflexive pronoun.**

At the debate the two sides first introduced (1) *themselves.* The chairperson poured (2) *herself* some water. Both sides presented their arguments to (3) *each other.* One boy wasn't listening – he was looking at (4) *himself* on his phone. Then things got loud and two girls with very different opinions shouted at (5) *each other.* But at the end the two sides thanked (6) *each other* for the debate.



► KV 20 ► KV 21

## 3 After the debate

**Choose the correct word(s) to complete the sentences: *themselves* or *each other*.**

1 Everybody smiled at *each other.*
2 The chairperson and the team members shook hands with *each other.*
3 Everybody had enjoyed *themselves* at the debate.
4 Some students took °selfies of *themselves* for their social media.
5 Some students asked *each other* for their phone numbers.

## 4 Guns and gun control

**You're going to have a debate on guns in school. First make a vocabulary network with words and phrases from 1 and other useful words you know.** More ideas → p. 104 SF 12 → p. 167

## 5 A debate

**a** **Divide the class into two teams for your debate. The topic is:**

*Wayne LaPierre*[1] *from the NRA said that "the only way to stop a bad guy with a gun is a good guy with a gun." So if teachers had guns, they could stop school shootings.*

[1] [weɪn lʌ'pɪə]

**One team presents arguments for the idea (for teachers with guns), the other against. First think and make a list of arguments in your team. Think about the ideas in the box and your own ideas. Then choose your best arguments.** SF 11 → p. 166

reasons for shootings
effects of computer and video games
gun accidents
guns as part of normal life
help for students with problems
responsibility for school safety
shooting is a skill
using a gun as part of a teacher's job

**b** **Think of possible questions to ask the other team (at least five questions).**

**c** **Choose a chairperson for the debate. Hold your debate: First each team presents their arguments (3–5 minutes). Then each team asks the other team questions and discusses them. At the end each team sums up their arguments. The phrases in the box can help you.**

Firstly, / Secondly, / Thirdly, ...
We believe that ...
In our opinion / view, ...
We think ... is a bad idea / dangerous / could lead to ...
On the subject of ...
We completely disagree with ...
We agree with you about ..., but ...
To sum up, ...

**d** **What's your personal opinion about the question? If you took the other side in the debate, how hard was it to do that? Did the debate change your mind? Tell the class.**

# Doing online research

## 1 Do online research

**a** **You're going to give a presentation. Choose one of these two topics:**
Gun laws in the USA and Germany
Different Native American tribes

**b** **First do some research on the internet on your topic.**

- Put keywords for your topic (in English) into your search engine. If you want to look for a specific phrase, use quotation marks ("...").
- If you don't get the information you need, try different keywords.

**c** **Look carefully at the search engine results.**

- Choose sites like °well-known newspapers and media sites, government sites (.gov) and national or international organizations (.org).
- + fake (n) Check for fake sites: check the site on the internet.
- Check for fake news or wrong information: use different sites and check the facts.

## 2 Make notes on key information

+ bookmark (n)

- Bookmark ★ the webpages you use, so that you can check information again.
- + print (n) Print out important pages and highlight key information. Or °make notes of useful information: use headings, underlining and symbols to make your notes clearer.
- Always write down your text sources: the website name and address, the article and author, etc. Write the date when you used the site. For example:
  Source: Public °Broadcasting Service (pbs.org), *How do U.S. gun laws °compare to other countries?* by Jonathan Masters, site used on Nov 15, 20...

The United States, with less than 5 per cent of the world's population, has about 35–50 per cent of the world's guns, according to a report by ...

## 3 Refer to your sources

- Write your text sources on your slides, poster, etc.
- Write the source for your photos and/or the photographer's name. For example:
  Source: pbs.org, photo by Emma James

**Step by step: doing online research**

- Use keywords to research a topic.
- Make notes.
- Write down and refer to sources.

SF 18 → p. 173



I can do online research and check sources. ✔

# Giving a presentation

## 1 Structure your talk

**a** **Look at your notes for the topic you chose on p. 36. Choose the most important information. Then structure your information for your presentation: start, main part, end.**

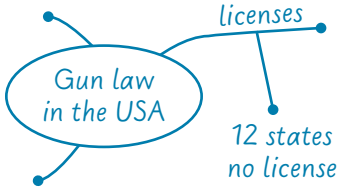
**b** **In the main part explain and support your ideas with examples. Match these ideas for a presentation on gun laws in the USA and Germany with the correct examples.** **1b)** *1 c • 2 a • 3 b*

Box: Voc., p. 190

| | | | |
|---|---|---|---|
| 1 | German gun laws are very strict | a | – such as automatic weapons. |
| 2 | Some guns are banned in Germany | b | – for example, in a special cupboard or safe. |
| 3 | German gun owners must keep their weapons in a safe place | c | – a good example of this is that you need to pass a test on guns. |

**c** **Make your poster or slides. Write your presentation notes on cards or in a mind map. Which °method do you prefer?**

*Gun law in the USA*
- *a right*
- *in 12 states no license needed to buy a gun*




## 2 Your presentation

**a** **When you give your presentation, introduce each part.**

Good morning / afternoon everyone.
Today I'm going to talk about ...
Firstly, ... / Secondly, ... / Thirdly, ...

**b** **Introduce your examples.**

For example, ...
A good example of this is ...
To give an example, ...
... such as ...

**c** **Point to your pictures and refer to your sources.**

Look at this ...
Here you can see ...
These statistics show ...
According to ...
An article in ... reports that ...

**d** **Don't worry. If you forget something or can't find the right slide, don't stop talking!**

Well, ... / So ...
What I want to say is ...
Just a moment, please.
Sorry ...

**e** **Finish your presentation.**

To sum up, ...
Thanks for listening.

SF 10 → p. 165

I can structure and give a presentation. ✔

*2) On February 14, 2018 there was a mass shooting at Marjory Stoneman Douglas School in Parkland, Florida. A student killed 17 teachers and students. Emma González was one of the students who hid in the school for two hours. Four days later she gave a speech at a protest in Fort Lauderdale, Florida and called for gun control laws. She asked young people to fight for change. The next month there was a big protest, the 'March for Our Lives', and Emma spoke again. Soon after this protest (in the same month) the state of Florida introduced stricter gun control laws.*

# A profile of a protester

**1 Protests** + (to) protest

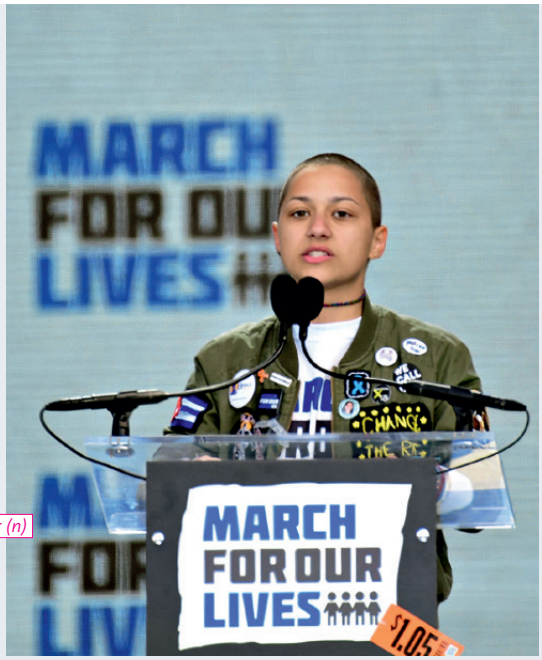
**If you took part in a protest, what would the protest be about? Tell the class.**

**2 A new movement**

**Read the profile of Emma González. Explain how the *Never Again* movement started and what it achieved in Florida.**

1.16

## Never again




(1) Emma González[1] was always a strong person. At her school, the Marjory Stoneman Douglas[2] School in Parkland, Florida, she was the president of the LGBT-Straight Alliance. When she wanted to shave her head and her parents were against it, she made a computer presentation with her arguments.

+ shave *(n)*

(2) On February 14, 2018 – Valentine's Day[3] – Emma González survived a mass shooting at her school. A student at the school killed seventeen teachers and students (including Emma's good friend Carmen and two coaches who threw themselves in front of students). Emma hid with other students for two hours. It was the worst experience of Emma's life. She decided this should never happen to anybody again.

+ survivor *(n)*

+ (to) experience

(3) On February 18, only a few days after the shooting, an upset Emma González gave a speech at a protest in Fort Lauderdale[4], Florida, in which she called for gun control laws. She said that she didn't understand why it's harder to make plans with friends on weekends than to buy weapons, why you don't need a license for a gun and why you can buy as many guns as you want.

She asked Americans, and especially young people, to fight for change because if people do nothing, then people die.

As she explained how politicians take money from the National Rifle Association, the crowd shouted, 'Shame on you!' And as she told young people to show politicians how they feel, the crowd shouted, 'Throw them out!'

(4) Her speech went viral on social media and inspired people to work together and support each other. The next month Emma González spoke at the *March for Our Lives* event in which hundreds of thousands of protesters took part. She held a six-minute and twenty-second silence during her speech to show how long it took the Parkland shooter to kill seventeen people. Tears rolled down her face. In a few short days she and a group of other survivors

+ (to) march

+ (to) silence

[1]['emə gɒn'zɑːlɪz] [2]['mɑːdʒəri 'stəʊnmən 'dʌgləs] [3]['valəntaɪnz deɪ] [4][fɔːt 'lɔːdədeɪl]

became the face of a student movement called '#Never Again'. In March 2018 the state of Florida introduced stricter gun control laws – a sign of hope that things can change.

(5) But it didn't take long for the internet °trolls to attack Emma and the other survivors. A °photoshopped picture of Emma tearing up American laws appeared online from a fake °account called 'Linda the NRA °supporter'. Others said online that the survivors weren't real people but actors. And many attacked González for her sexuality and her skin colour (her father is Cuban). Emma González said that the attacks were so weak that they were funny. The most important thing for her was to concentrate on the movement.

## 3 Headings

Read the text again. Match the headings A–F with the parts 1–5. There is one °extra heading.

A Online attacks
B A terrible event
C An amazing family
D Time for change
E A true °leader
F Good from bad

**3)** *(1) E • (2) B • (3) D • (4) F • (5) A*

## 4 Fighting for change

a **Think:** Why was Never Again so successful in Florida so quickly? Make a list of possible reasons.

b **Pair:** Discuss your ideas.

c **Share:** Share your ideas with the class.

We think it was because of ...
Maybe one reason was ...

## 5 Fake news

a Read part 5 again. How did people against gun control try to make Emma González and others in the movement look bad? What do you think of these attacks?

b What can people do to fight internet trolls? Make a list of ideas. Then discuss them with another pair.

**5a)** *People against gun control photoshopped a picture and made a fake picture which showed Emma in a negative way (tearing up American laws). • They attacked her for her sexuality. / They attacked her because she is gay. • They attacked her because her father is Cuban. • ... I think these kinds of attacks are unfair /dangerous/racist/discriminating/... • These kinds of attacks show that the people against gun control don't have any good arguments. • ...*

I can understand how a protest movement started. ✔

8

# 2 YOUR CHECK

You can find the answers for these tasks on page 250.

## 1 Check your vocabulary

**a** What are the words for 1–5 in the picture?

**b** Find the words for the definitions.

1 when people are very poor (°noun)
2 when people have no jobs (adjective)
3 when you stop going to school (verb)
4 when you show you disagree (noun)
5 what you need to drive a car (noun)

**1b)** *1 poverty • 2 unemployed • 3 (to) drop out • 4 protest • 5 driving licence / driver's license*

**c** Complete the words with a, *e, i , o, u*.

In the gun (1) c*o*ntr*o*l debate, supporters want stricter (2) l*a*ws for (3) s*a*f*e*ty reasons. They refer to terrible mass (4) sh*oo*t*i*ngs in schools and public places, and also the many (5) s*u*ic*i*d*e*s. The National Rifle Association supports the right of Americans to (6) pr*o*t*e*ct themselves and disagrees with the (7) pr*o*t*e*sts against guns.

## 2 Check your language

**a** Write these sentences from a teen quiz with the right verbs (*if*-sentences type 2). Complete them with your answers.

1 If I (be) *were* a character in a film, I (be) ...
2 If I (have) one wish, I (wish) for ...
3 If I (own) a plane, I (travel) to ...
4 If I (can) change one thing in the world, I (change) ...
5 If I (go) to a desert island, I (take) ...
6 If I (have to) listen to one song for the rest of my life, I (choose) ...

**2a)** *1 were/was; would be • 2 had; would wish • 3 owned; would travel • 4 could; would change • 5 went; would take • 6 had to; would choose*

**b** Complete the website post with *each other* or a pronoun with *-self/-selves*.

I'm in a group which supports girls' rights. We always enjoy (1) *ourselves* at the meetings because we all know (2) *each other* well. I'm quite shy, but I find it easy to express (3) *myself* in the group. We all help (4) *each other* when we have problems and we often send (5) *each other* messages on social media.

## 3 Check your speaking

**Discuss these topics with your partner. Do you agree with each other?**

– **It's important to continue traditions.**
– **Anybody can start a protest movement.**

Well, in my opinion, ...

## 4 Check your writing

**Send a message to a friend to recommend a good film. Start like this:**

*Hey, I've just seen ... It was (adjective)! The film is a (type of film) and it's about (description). The main characters are (description). (actors) play the main characters. I can really recommend it because (reasons).*

► KV 23



# Present one aspect of Native American culture in an exhibition

## GET READY

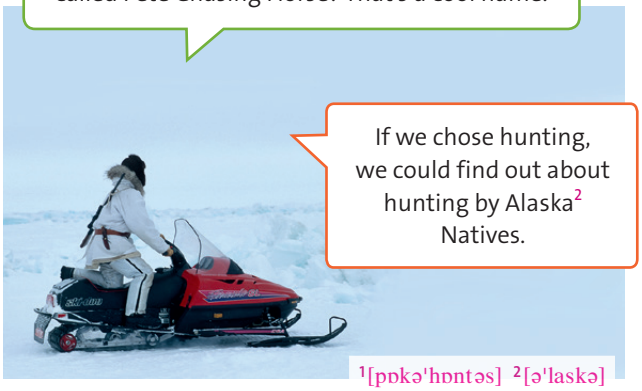
Work in a small group.

Choose an aspect of Native American culture that you would like to present.

- Native American names
- different native languages
- music and dancing in different tribes
- traditional art
- religion and sacred objects
- hunting
- famous Native Americans (for example: Pocahontas[1], Chief Sitting Bull, John Harrington)

+ chief *(adj)*

I think names could be interesting. Remember the grandfather in the *Dreamkeeper* film was called Pete Chasing Horse? That's a cool name.



If we chose hunting, we could find out about hunting by Alaska[2] Natives.

[1][pɒkə'hɒntəs] [2][ə'laskə]

Do some online research on your topic and take notes (see p. 36). Find more information in books and magazines. Remember to write down your sources. SF 18 → p. 173

## GO AHEAD

Prepare your part of the exhibition.

- Structure your information.
- Prepare your poster, pictures, music, videos, objects, etc.
- Decide who is going to talk about what.

## FINISH

Present your part of the exhibition.

- Present your topic.
- Look at and listen to the other things in the exhibition. Think of questions to ask about the topic.
- Give the other groups feedback. Say what you liked and why.

We're going to explain how to make a dreamcatcher like the one in the picture.

I'd like to ask a question about ....
Could you say more about ...?
You said something about ... Can you explain that, please?

TF 3 → p. 127

1.17 **1 LISTENING Visitors to NYC**

**You are going to hear why five people are visiting New York City. Choose a reason (A–H) for each person. There are three extra reasons. Put the correct letters A–H next to numbers 1–5 in your exercise book.**

A To go sightseeing in the city
B To go to a sports event
C To go shopping
D To visit New York's museums
E To have a meeting at an American company
F To learn about family history
G As part of a bigger trip to different countries
H To visit family

**1)** *1 C • 2 H • 3 F • 4 B • 5 G (Distraktoren A • D • E)*

**2 SPEAKING A museum visit**

**a** **You want to visit a museum in NYC.**
**Partner B: Turn the book around.**
**Partner A: Ask Partner B about the *Native American Museum*. Ask:**

- what the museum's collection includes
- if native people work at the museum
- what the opening times are
- if there are tours
- what the museum store sells

**Ask questions if you don't understand your partner's answers.**

**b** **Partner A: Read the information and answer Partner B's questions.**

RAP museum

$10 adults $8 students (18+)
$6 kids (3–16)

- The museum has a great collection of rap songs, videos and hip-hop clothes.
- Learn how rap developed: from talking and rhyming at NYC parties in the 1970s to today's popular music style.
- Find out about the lives of famous rappers and how they fought to the top.
- Visitors can listen to their favorite rap songs and watch the coolest music videos at the Rap Station.
- Try on the amazing clothes, sneakers and caps which have been donated by top rappers.
- Photography allowed.

**a** **Partner B: Read the information and answer Partner A's questions.**

Native American Museum

- We have one of the world's most important collections of Native American objects, photos and media. You can also discover Native American languages and songs.
- The museum works with native people to spread understanding of native cultures and to support native culture and way of life.
- Open 10 AM to 6 PM daily, Fridays to 8 PM. Free entrance.
- Exhibition tours (1 hr): Ask for information at the Visitors' desk on the first floor.
- The museum store offers Native American clothes, jewelry and art.

**b** **Partner B: Ask Partner A questions about the *Rap Museum*. Ask:**

- about the ticket price
- what the collection includes
- if it has information about the history of rap
- what activities visitors can do
- if visitors can take photos

**Ask questions if you don't understand your partner's answers.**

## 3 USE OF ENGLISH Dreamcatchers

**a** **Complete the information. Use a word from the same word family as the words at the end of the line.**

Dreamcatchers are a (1) *traditional* part of Native American culture. They hang above people's beds and keep them (2) *safe* from bad dreams. Good dreams fall through the hole in the middle to the person who is (3) *asleep* below it. But the web of the dreamcatcher catches bad dreams. In the morning when the light hits them, the bad dreams (4) *die*. Each part of the dreamcatcher has a special (5) *meaning*. The circle is the circle of (6) *life*. The feathers show the way the dreams fall (7) *slowly* to the sleeper. The beads are the spider – the (8) *maker* of the web.

tradition
safety

(to) sleep

dead
(to) mean
(to) live
slow
make

**b** **Find words or phrases in the information which mean the same as 1–6.**

1 started
2 famous
3 excellent
4 stores
5 not real
6 got bigger

**3b)** *1 began • 2 well known • 3 fantastic • 4 shops • 5 fake • 6 (have) increased*

Native Americans began to make jewellery 12,000 years ago and today they are well known for their fantastic rings and bracelets. Modern artists use silver and other metals, stones, beads, bone and teeth and often sell their jewellery in online shops.
Unfortunately, the number of sites which sell fake Native American jewellery have increased, so make sure that you use a safe site.

## 4 VOCABULARY Research and presentations

**4a)** *Give examples. • Highlight important information. • Point to your slides or pictures. • Print out useful pages. • Put keywords into a search engine. • Refer to your sources. • Sum up what you have talked about.*

**a** **Match words from the boxes to make tips.** *Bookmark websites you use. Give ...*

Bookmark • Give • Highlight • Point to • Print out • Put • Refer to • Sum up

examples. • important information. • keywords into a search engine. • useful pages. • websites you use. • what you have talked about. • your slides or pictures. • your sources.

**b** **Put the tips in a in two lists:**
***Tips for doing research* and *Tips for presentations*.**

**4b)**

*Tips for doing research*
*Bookmark websites you use.*
*Highlight important information.*
*Print out useful pages.*
*Put keywords into a search engine.*

*Tips for presentations*
*Give examples.*
*Point to your slides or pictures.*
*Refer to your sources.*
*Sum up what you have talked about.*

## 5 WRITING Your opinion about guns

**You see this picture on an American website and decide to write a comment (120–130 words). Write:**

- why you agree or disagree with this opinion
- what you think about the gun situation in America
- how the situation is different in Germany

(You can refer back to pages 34–39 for help.)

Unit

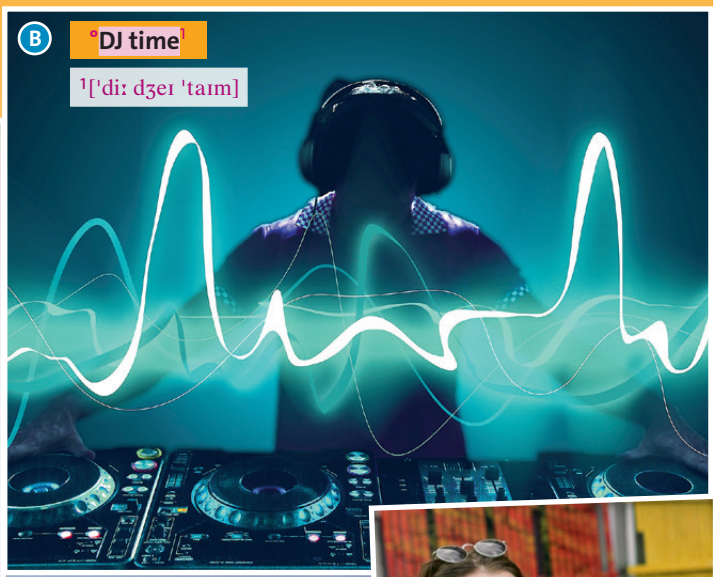
# 3 A changing world

A

**Mack Selby[2] – volunteer**

[2] [mak 'selbi]

+ (to) volunteer



B

**°DJ time[1]**

[1] ['di: dʒeɪ 'taɪm]

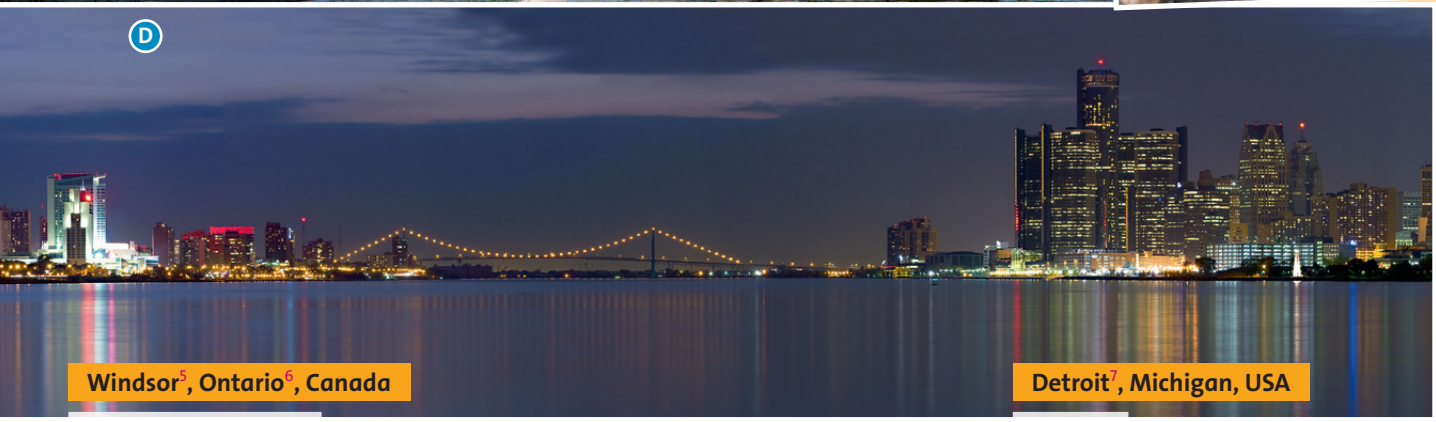
C

**A new wolf,**

**Isle Royale[3] National Park, Michigan[4]**

[3] [aɪl 'rɔɪəl] [4] ['mɪʃɪgən]

D



**Windsor[5], Ontario[6], Canada**

[5] ['wɪnzə] [6] [ɒn'teərɪəʊ]

**Detroit[7], Michigan, USA**

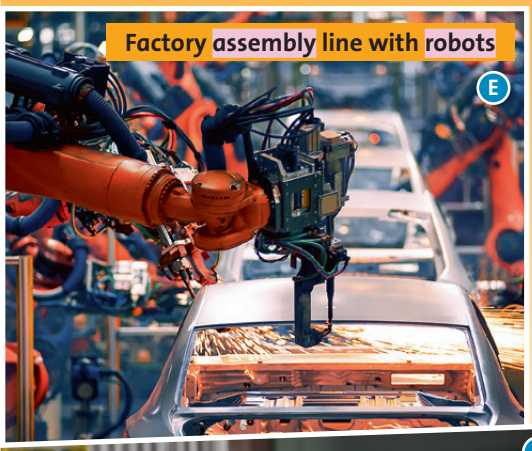
[7] [di'trɔɪt]

► KV 25 ► KV 26

In this unit you will

- find out about changes in the city of Detroit and in national parks.
- explain how things are made and how they work.
- discuss how we can improve our environment. + improvement *(n)*
- write a product review and give feedback. + (to) produce

At the end of the unit you'll create an advert for a new product.


Factory assembly line with robots

E

F

New and old in Detroit

G

## 1 Detroit

Find Detroit on the map at the front of the book. Where is it?

**1)** *Detroit is in the state of Michigan in the north-east of the USA. It's near Chicago on the border with Canada. It's between Lake Erie and Lake Huron.*

## 2 My Michigan

1.18

Look at the photos and listen to the interview with Mack. Write the order of the photos you hear. *1 D, 2 …*

**2)** *1 D • 2 E • 3 C • 4 A • 5 G • 6 F • 7 B*

## 3 Changes

a 1.18

Listen carefully to the interview again. Take notes to complete the °file about Mack. (Remember: only write words or phrases – not full sentences.)

| | |
|---|---|
| favourite place in Detroit and why | *Ambassador Bridge: great feeling, can do everything I want* |
| opinion about Detroit and why | *loves Detroit: was born there, family was born there, car industry in Detroit part of family history* |
| favourite place in Michigan and why | *Isle Royale National Park: goes hiking & camping with parents, interested in nature & outdoors* |
| volunteer job last summer: what he did and why | *in the national park: lots of different jobs: worked in visitor centre, explained the wolf programme, thinks it's important to protect the environment* |
| volunteer job in Detroit: what he does and why | *helps rebuild empty houses in Detroit: makes the city look better, helps people, helps the environment, learns skills, helps the city become safer/reduce crime* |
| changes in Detroit | *more people, new buildings, new businesses* |
| activities in free time | *hangs out with friends (in street/cafes), listens to techno music, goes to music festivals* |

b Look at the photos again. Use your notes and talk about what you can remember about Mack and his family and the places. What has changed or is changing? US timeline → p. 122

## 4 Changing the world: volunteer work

Talk about volunteer work in your group. Choose A or B.

A If you do volunteer work: What do you do and why?

B If you don't do volunteer work: Which of these would you choose and why: helping children, old people, people in emergency situations, or animals? Or improving buildings or the environment?

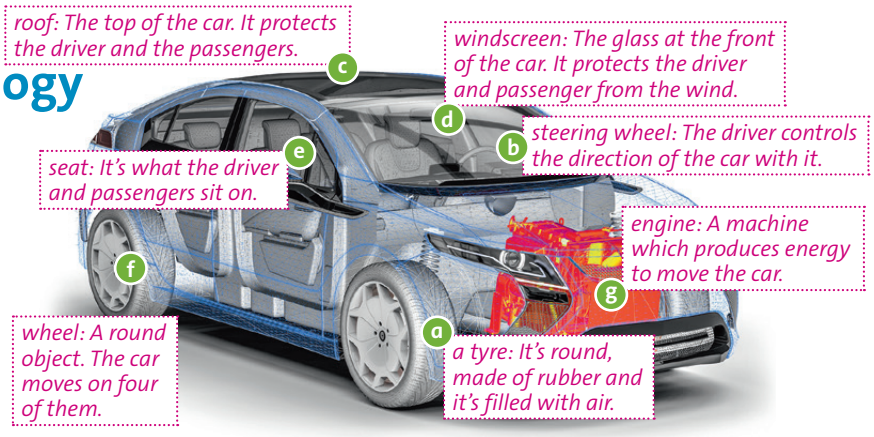
More ideas → p. 104

I can describe changes. ✔

# °Smart technology

## 1 Cars

Before you read about smart cars and smart factories, match the parts of the car to the correct letters in the picture and explain their °functions. Can you add and explain more parts?




engine • roof • seat • steering wheel • tyre • wheel • windscreen

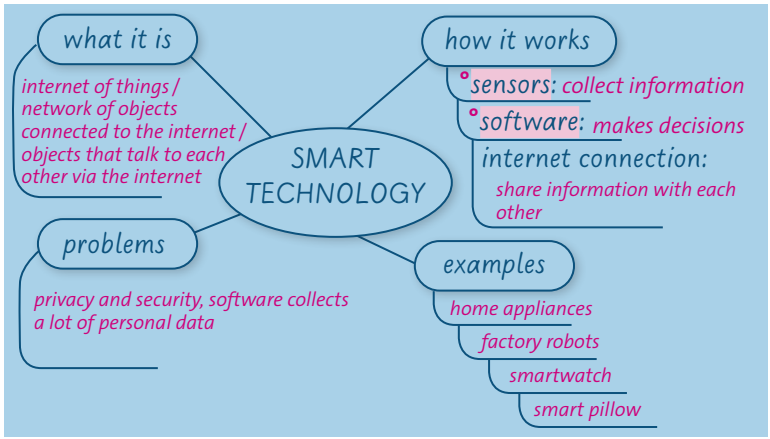
+ (to) take a seat + (to) steer

## 2 Smart technology

a What is smart technology and what can it do? Tell the class.

b Now read 'An introduction to smart technology' on p. 47. Copy and complete the °diagram.

c Explain and discuss the problems of smart technology.




## 3 Car technology

a Partner A: Read about smart factories.
Partner B: Read about self-driving cars.
Take notes about the advantages and disadvantages of the technology in your text.

Fast finishers 7 → p. 111

b Use your notes and tell your partner about your topic.

## 4 WORDS Machines

Match the words to make phrases.

| | | | |
|---|---|---|---|
| 1 | connect | a | costs |
| 2 | track | b | a machine |
| 3 | reduce | c | a battery |
| 4 | program | d | to a situation |
| 5 | charge | e | your fitness / someone |
| 6 | react | f | to the internet |

4) 1 f (connect to the internet) • 2 e (track your fitness / someone) • 3 a (reduce costs) • 4 b (program a machine) • 5 c (charge a battery) • 6 d (react to a situation)

## 5 Your opinions

Discuss what smart technology you know about, what it can do and what problems there are.

Smart phones can ...
Smart speakers are useful because ...
If you have a smart fridge, it tells you ...
One problem / A disadvantage is that ...

SF 8 → p. 164

1.19

# Smart technology: the good and the bad

## An introduction to smart technology

°Trends in car technology use the 'Internet of things'. This is a network of objects connected to the internet. These objects can be home appliances, factory robots or cars, for example. Through the Internet of things these objects can 'talk to each other': their sensors can collect information, the software makes decisions and they share information with each other through their internet connection. For example, a °smartwatch can °track your °fitness and health and give you advice. Or you can program a smart pillow to play music from speakers in the pillow to make you fall asleep or wake you up. Problems with privacy and security are the main disadvantages of smart technology because the software collects a lot of personal data that is saved online.

+ track *(n)*

+ program *(n)*

## Smart factories

Many aspects of building cars in factories are done by robots, especially tasks which can be dangerous. Smart technology means that robots can do more complex tasks – this reduces costs and improves safety. On the assembly line smart robots can track and count parts and problems. For example, they know when their own parts need repairs and they can order the parts. Or robots can find out if a part of the car, like the windscreen or roof, has a problem and they can solve it. One disadvantage is that the programs are very complex and it can take a long time to program each different machine. Also, if a robot's program doesn't work, accidents may happen. In addition to robots, drones also help in factories. They can transport light goods in the air, which saves space on the floor.

+ reduction *(n)*

+ (to) repair

+ transport *(n)*

Box: Voc., p. 193

## °Self-driving cars

Self-driving cars are cars which can drive without a driver. They are already used in a few cities as taxis on some routes: passengers unlock the door themselves and pay the fare with a phone app. In the future self-driving cars will also take kids to school and drive people with disabilities. Self-driving cars are safer than cars with drivers because they are programmed to stop or change direction to prevent accidents. However, to do this, cars need to have the right data, so they know when to react. If they don't have the right data, accidents may happen. Another problem is that heavy rain or snow makes it difficult for cars to track lines on the road and pavement. And although batteries for self-driving cars are cheaper and much more environment-friendly than petrol, they have to be charged quite often.

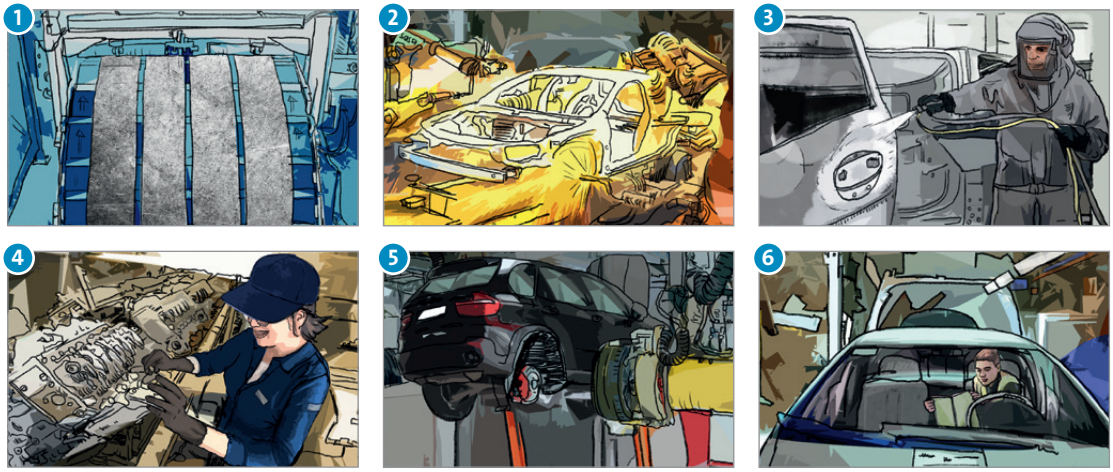
+ (to) lock
lock *(n)*

# How things are made

## 1 How cars are made

1.20

**a** At the car factory where Mack's uncle works, he is explaining to visitors how cars are made. Look at the pictures, listen and follow the process on the assembly line. Which of the steps do robots do? Which do workers do? **1a)** *robots: 1, 2, 5 • workers: 3, 4, 6*




**b** Now read the description, listen again and match sentences a–f with pictures 1–6.

a The engine **is °put** together in another part of the factory and then it **is put** into the car.

b After that, the car **is checked and tested** by people. Then the car **is driven** out of the factory.

+ paint *(n)*

c Then the body of the car **is painted** and parts such as the seats **are put in** by the workers.

d First a big piece of metal **is cut and made into** the pieces of the car's body.

e Next the wheels and the windscreen **are put on** by robots.

f These pieces **are welded together** by robots on the assembly line. **1b)** *1 d • 2 f • 3 c • 4 a • 5 e • 6 b*

### LOOK AT LANGUAGE: the °passive (simple present)

**a** Look at the verbs in 1b. They are all in the passive form of the simple present. Complete the explanation.

- We use **the passive** when what happens is important. We don't know who does the action, or it isn't really important who does it, or it is clear who does it.
- For the **simple present passive**, we use a form of *be* + past participle (for example *put/checked*).

**b** Look at these examples. What word do we use if we want to say who did the action?

*These pieces are welded together by robots.*
*The car is checked and tested by people.*

LF 8 → p. 146 f.

**a)** *For the simple present passive, we use a form of* ***be*** *(is/are) + past participle (for example put/checked).*

**b)** *We use* ***by*** *if we want to say who did the action.*

► KV 28B

## ACROSS CULTURES

**238 million tonnes of household trash** are produced every year. 35% is recycled.

**52 million tonnes of household trash** are thrown away every year. Over 80% is recycled or used for energy.

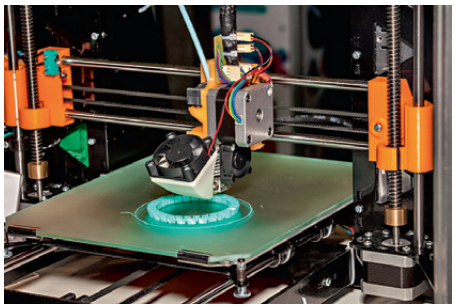
What does your family recycle? How can you reduce your environmental footprint (= the effect you have on the environment)?

## 2 3D °printers

**The car factory makes some parts with 3D printers. Explain the environmental advantages. Use the passive of the simple present.**

When a 3D printer is used, ...

1 your own specific products / create / by the printer.
*your own specific products are created by the printer.*
2 less rubbish / produce.
3 less energy / use.
4 pollution / reduce.
5 no transport / need.
6 your environmental footprint / make / smaller.



**2)** *When a 3D printer is used, ... 1 your own specific products are created by the printer. • 2 less rubbish is produced. • 3 less energy is used. • 4 pollution is reduced. • 5 no transport is needed. • 6 your environmental footprint is made smaller.*

### LOOK AT LANGUAGE: the passive (simple past)

**Read the information below. How do we make the passive of the simple past? What is different to the passive of the simple present?**

+ invention (n)

3D printing **was invented** by American inventor Chuck Hull in the 1980s. The first printers **were made** by his company in 1988. They **were used** in factories to make small plastic parts for cars and planes. But the equipment **was** also successfully **used** to make bones and other body parts for people. LF 8 → p. 146f.

*How do we make the passive of the simple past?* *simple past of **be (was/were)** + past participle*

*What is different to the passive of the simple present?* ***simple past of be** instead of simple present of be*

## 3 A quiz about inventions

**a** **Complete the sentences with *is* / *are* or *was* / *were*.**

1 It's round and it *was* made in about 3500 BC. It *is* used on cars.
2 It's a piece of equipment that uses electricity. Before tablets and phones *were* developed, it *was* watched by the whole family.
3 They *were* first designed in Italy. They help you see better.
4 They *are* sold in bags and they *are* eaten as a popular snack.
5 It *was* invented in 1818. You sit on it. It *is* used to travel or for sport.
6 It *is* found in nearly every house today. Before these appliances *were* invented, people used ice houses.

**b** **Ask and answer 3a with a partner.**

It's ... What is it?

They're ... What are they?

Fast finishers 8 → p. 111

**3b)** *1 It's a wheel. • 2 It's a TV. • 3 They're glasses. • 4 They're crisps. • 5 It's a bike. • 6 It's a fridge.*

## 4 NOW YOU Your inventions quiz

**Write sentences like the ones in 3 with your partner. Then do your quiz with another pair.**

Wordbank 3 → p. 116

I can describe processes and inventions. ✔

5, 7

WB 1-3, p. 34

# Virtual reality

**1** **An advert**

**a** You and your friend Linus[1] see this advert for a virtual reality °headset on a website. Linus doesn't understand everything and wants to know what the advert is for. Read the advert and explain to Linus in German what the headset does.

[1] ['laɪnəs]

**1a)** *Mit dem Headset kannst du 3D-Spiele spielen und Videos sowie Filme ansehen, als ob du tatsächlich in den Spielen bzw. Videos dabei bist. Du kannst dich so auch mit Freunden in einer virtuellen Realität treffen.*

**b** **Answer Linus' specific questions about the °device.**

Was heißt eigentlich 'stand-alone'?
1 *Eigenständiges/ Autarkes System.*

Du weißt ja, dass ich eine Brille trage. Kann ich das Gerät überhaupt benutzen?
2 *Ja, das Headset ist auch für Brillenträger geeignet.*

Ich verstehe nicht, was mit 'built-in sound' gemeint ist. Kannst du das erklären?
3 *Die Kopfhörer sind integriert.*

Ist das auch für Anfänger?
4 *Ja, das Headset ist einfach anzuwenden.*

Wie sieht es mit Spielen aus?
5 *Ja, es gibt die neuesten Spiele.*

Ist das teuer?
6 *Man bekommt es für einen guten Preis (zu einem guten Preis-/ Leistungsverhältnis).*

TF 4 → p. 128f.



I can explain the key points of an advert in German. ✔

# Radio programmes

## 1 On the radio

1.21

**a** Mack's cousin Hector[1] works at the °local radio station. Listen to texts 1–5 and match them with a–h. There are three extra letters.

[1] ['hektə]

| | | | |
|---|---|---|---|
| a | celebrity news | e | the news |
| b | sports news | f | a public announcement |
| c | a music programme | g | a weather report |
| d | an advert | h | traffic news |

**1a)** *1 d • 2 h • 3 f • 4 b • 5 a*

**b** What words or phrases helped you decide in a? Write them down as you listen again. Then explain your choice. SF 1 → p. 156f.

**1b)** *1 d: a great deal / second pizza free • 2 h: road closed / accident / drivers / traffic • 3 f: events / city's website • 4 b: goal / ice hockey, football • 5 a: I've heard that ... / favourite singers*

## 2 Detroit's music history

**a** Look at the pictures: What do you know about these musicians and their music?

1.22

**b** Listen to the programme and choose A, B, C or D.

**2b)** *1 D • 2 C • 3 A • 4 B • 5 C*

1 The Motown record company ...
- A had its biggest hits in the 50s.
- B was named after its owner.
- C wasn't very successful.
- D began at the end of the 1950s.

2 Aretha Franklin ...
- A had 79 hits.
- B was one of Motown's[2] biggest stars.
- C was one of Detroit's most famous artists.
- D died in 2007.

[2] ['məʊtaʊn]

3 Detroit °techno[3] ...
- A used the sounds of machines and technology.
- B was invented by car factory workers.
- C was inspired by empty factories.
- D is only played in clubs.

[3] ['teknəʊ]

4 Eminem ...
- A worked with pop stars Madonna[4] and Aaliyah[5].
- B had a difficult road to success.
- C has sold nearly a million albums.
- D doesn't live in Michigan now.

[4] [mə'dɒnə] [5] [ɑː'liə]

5 The White Stripes ...
- A went on a musical journey.
- B recorded their songs in a garage.
- C were successful in the 2000s.
- D start the music special.

+ record (n) recording (n)

**c** Listen to some of this music on the internet. What do you like best and why?

### ACROSS CULTURES

In the USA:
- there are over 15,000 radio stations
- 91% of Americans over 12 listen to the radio at least once a week.

Do you listen to the radio? When? What stations and programmes do you listen to?

Box: Voc., p. 194

I can recognize different types of radio programmes. ✔

# Old and new

**1** **Trash art**

**Look at p. 97 and describe two art installations which were made of old things. They are part of an art project in Detroit which is called the Heidelberg Project.**

+ (to) install

**2** **The Heidelberg Project**

**Now read about the project. What do you think of it?**

## About the Heidelberg Project

[1]['taɪri 'gaɪtən]

Working with his grandfather, the artist Tyree Guyton[1] created the Heidelberg Project: fantastic trash art installations on Heidelberg Street and other streets in his poor Detroit neighborhood. While walking around the streets one day, Tyree noticed all the empty houses. He thought he could paint them to make them look more interesting and improve the neighborhood. Having a big collection of old objects such as toys and old kitchen appliances, Tyree decided to use them in front of the houses, in empty yards and on the sidewalks. When painting the objects and buildings, he got help from children and students in the area. Using a drone, a company took photos of the colorful installations and sculptures. Now this company has produced a free app about the Heidelberg Project.

**LOOK AT LANGUAGE: present ° participle constructions ° (receptive)**

**Present participles are *-ing* forms *(working, walking)*. Present participle constructions can replace some types of clauses. Look at these examples and decide which example ...**

– gives a reason – gives extra information – says something about when the action happened (time)

**1** Working with his grandfather, Tyree Guyton created ... = Tyree Guyton worked with his grandfather and created ...

**2** While walking around the streets, he noticed ... = While Tyree was walking ...

**3** Having a big collection of old objects ... = Because he had a big collection ...

**4** When painting the objects and buildings ... = When Tyree was painting ...

LF 9 → p. 147f.

*1) gives extra information • 2 says something about when the action happened (time) • 3 gives a reason • 4 says something about when the action happened (time)*

► KV 30

## 3 A comment

**Complete the comment on the website with the correct participles from the box. There are two extra participles.**

inventing • looking • preventing • talking • using • walking • wanting

Elina S
Windsor, Canada

This is a fantastic experience. (1) *Wanting* to see something different, my family and I visited the Heidelberg Project – and we were really surprised. (2) *Walking* around the different houses and streets, you see all the work and details in these installations. (3) *Using* old objects from the streets, the artist has made some great art. But not everybody likes it. While (4) *talking* to a neighbor, we found out some of the houses with art were °burnt down. And (5) *looking* on the website, you can read a lot of negative comments from people who don't think trash is art.

## 4 The pink car and bike

**4a)** *(1) information about the time • (2) extra information • (3) information about the time • (4) extra information • (5) reason*

**a** **Read the explanation of the installation in the photo. Decide if the participles give extra information, a reason or information about the time and write down your ideas.**

Tyree made this piece of art (1) **while working** with a women's peace group. (2) **Painting** a big old car pink, they decided to bury it in some grass. (3) **When looking** at this installation, we think about the environment. A pink bike stands near the car, (4) **reminding** us that cars cause pollution, but bikes are a part of sustainable living. (5) **Using** trash as art, Tyree reminds us that we should reuse and recycle everything – and not buy stuff we don't need.

Box: Voc., p. 195

+ cause *(n)*

**b** **Use your notes from a and write 1–5 without the participle forms.**

Fast finishers 9 → p. 111

**4b)** *Tyree made this piece of art (1) while he was working with a women's peace group. • (2) They painted a big old car pink and decided to bury it in some grass. • (3) When we look at this installation, we think about the environment. A pink bike stands near the car, (4) and it reminds us that cars cause pollution, but bikes are a part of sustainable living. • (5) Because Tyree uses trash as art, he reminds us that we should reuse and recycle everything – and not buy stuff we don't need.*

## 5 Trash and stuff

**Discuss these °statements. Explain your opinions.**

1 It's good to reuse old things – for example, to buy °second-hand clothes instead of new clothes.
2 It's not necessary to have expensive stuff or special °brands.
3 Bikes are the best way to travel to school or in our area.

Box: Voc., p. 195

More ideas → p. 105

SF 8 → p. 164

I can discuss how we can make our lives better. ✔

6 WB 1, p. 37

# Writing a product review

## 1 Why buy a product?

What is important for you when you buy something? Look at the box and tell a partner.

It's important that the product ...
- is the latest model or fashion.
- is good value for money.
- looks good.
- is easy to use.
- is comfortable to wear.
- is environment-friendly / °sustainable.
- works properly.
- lasts for a long time.

## 2 Mack's product review

a Read Mack's review of a hoodie. What does he like and what isn't he so happy about? What's his overall opinion?

**2a)** *He likes the colour, the design and the material (organic cotton). He thinks it's warm and comfortable. It's sustainable and environment-friendly. He thinks it's good and likes the fact that it has a pocket for a cell phone and he thinks that it's good value for money. But he also says that sometimes the zipper is hard to use. Overall he thinks it is an excellent hoodie so that he can really recommend it.*

b Look at the review again. Make a list of adjectives or phrases Mack uses to describe the hoodie. Then add other adjectives you could use.

**2b)** *warm • comfortable • sustainable • useful • not too expensive • better for the environment • good value for money • good • excellent*

c Now look how Mack links his ideas. Find words which mean the same as:

and • because • but • so

**2c)**
*and = also, in addition, too*
*because = since*
*but = although, however*
*so = therefore*

Make a list of linking words and add more.

**2c)** *more linking words: Firstly, secondly, ... • next • including • instead • That's why ... • overall • not only ... but also ... • for this reason • ...*

★★★★½ **Excellent hoodie**

I bought this hoodie last month. I really like the color and the design. I also love wearing it because it's really warm and comfortable. In addition, it's made of organic cotton without chemicals, so it's sustainable. It has a really useful pocket for a cell phone.

+ pocket money

It cost more than a normal hoodie although it wasn't too expensive. Since it's organic cotton, it is better for the environment and for the people who grow the cotton too. Therefore, I think it's good value for money.

The only problem is the zipper which is a bit hard to use sometimes. However, the quality of the rest is very good.

Overall, I think this is an excellent hoodie and I can really recommend it.

## 3 Your product review

a You want to write a product review for something you own (a fashion °item, °trainers, sports equipment, a tech product, a game, ...). It can be a positive or negative review. Use the box in 1 to help you make notes. Add other features and information too. SF 19 → p. 174

b Write your product review (Mack's review can help you). °Think of a good heading. You can use some of the adjectives from your list in 2b. Remember to link your ideas with words and phrases from 2c. More ideas → p. 105

**3a)** *six months ago – stylish design – neutral colours – go with most clothes – brand not important – quality important – strong rubber sole – comfortable all day long – feet don't hurt – light material – perfect fit – problem: not water-proof, laces broke – overall good value for money*

## 4 Check and improve

Read your review. First check that it has all the right information and reads well. Then read it again and check your spelling, °grammar and °punctuation. Correct and improve your review.



I can write a product review. ✔

# Giving feedback on writing

## 1 Prepare feedback

a Swap your product review from p. 54. Imagine you want to buy this product. First read your partner's review to get an overall impression: Do you think the review is useful?

b **CHECK** Read the checklist. Then read your partner's review again and complete the checklist. Add extra comments and examples.

| A REVIEW: FEEDBACK °CHECKLIST | Yes/No | Comments |
|---|---|---|
| **Content**<br>Is the review easy to understand?<br>Is there enough information on the product?<br>Is the opinion of the writer clear? | ... | ... |
| **Language**<br>Does the writer use different adjectives to describe the product?<br>Are the ideas joined with linking words?<br>Is the grammar correct? Box: Voc., p. 196<br>Are the spelling and the punctuation correct? | ... | ... |

## 2 Give feedback

a Give your partner feedback. First say what was good. Then say what your partner can improve. Give examples.

Overall, I liked your review. It was very easy to understand and there was lots of useful information about the phone.

However, ... For example, ...

Thanks.

**Step by step: giving feedback**

- Read your partner's writing to get an overall impression.
- Read the writing again with a checklist.
- Give your partner useful feedback with examples.

SF 15 → p. 169

b Using your partner's feedback, °rewrite your review on a piece of paper.

## 3 WALK AROUND

Put all the reviews on the wall and read them. Explain which product sounds best and which product sounds worst. Put your review in My file.

I can give feedback on somebody's writing. ✔

# America's national parks

**1** **You and nature** + natural *(adj)*

**WALK AROUND** Find someone who …
is interested in protecting the environment / likes being °outdoors / is interested in wildlife / has visited a national park.

**2a)** *I think I would most like to visit the Everglades because the weather there is warm. And I'd like to see manatees, aligators and crocodiles. / I think I would most like to visit Death Valley because it is exciting to be in the hottest place on earth. / …*

**2** **VIEWING** **National parks**

**a** Mack was a volunteer in a national park. Find the four famous national parks in the table below on the maps at the front (2–4) and back (1) of your book. Watch the video. Which national park would you most like to visit?
Explain to a partner.

**b** Watch the video again. Complete the table with one or two examples in each box.

| national park | climate / landscape | wildlife |
|---|---|---|
| 1 *Glacier Bay*[5] *(Alaska)* | *mountains, forests, glaciers* | *whales* |
| 2 *Death Valley*[6] *(California)* | *hottest place in the world, driest place in the USA* | *tortoise, tortoises, reptiles* |
| 3 *Badlands*[7] *(South Dakota*[8]*)* | *mountains, prairies* | *bisons* |
| 4 *Everglades*[9] *(Florida*[10]*)* | *(mangrove) forests, pinelands, (marine estuary)* | *manatee, manatees, Florida panther, American crocodiles reptiles* |

[5][glasiə beɪ] [6][deθ 'vali] [7][badlandz]
[8][saʊθ də'kəʊtə] [9]['evəgleɪdz] [10]['flɒrɪdə]

**3a)** *Picture 1: the weather, how cold or how hot it gets, climate, … • Picture 2: dangerous activities, things you can do, … • Picture 3: bears in national parks, how to behave when you meet a bear, how many bears there are, … • Picture 4: forest fires, how many forests were burned down, how to fight forest fires, …*

**3** **The changing face of national parks**

**a** Look at the photos. What topics do you think you are going to read about?

**b** Read the article and match the headings with the correct paragraphs.
Be careful: there are two extra headings. Then you can listen and check.

**3b)** *1 D • 2 A • 3 E • 4 B*

A **Exciting experiences** B **More natural disasters** C **Great weather!**
D **Land of extremes** E **Changing wildlife behaviour** + (to) behave F **Relax here**

1.23

**1 …**

The highest temperature which was recorded in Death Valley was 134°F (56.7°C) in 1913, making this national park a very dangerous place. When temperatures are so high, it is best to stay out of the sun, not do sports and, of course, drink lots of water. In Alaska the lowest temperature which was ever recorded was -80°F (-62.2°C) in 1971. Very cold temperatures mean a different kind of danger: skin can freeze in five minutes. To keep warm, it's important to wear lots of clothes made of wool and to cover your ears and nose.

## ACROSS CULTURES

– Yellowstone[1] in Wyoming[2] / Montana[3] was the first US national park in 1872.
– There are 59 national parks today.
– 63% of national park area is in Alaska[4].
– Parks protect landscapes and wildlife, and the °way of life of native people.
– Parks offer places to do outdoor sports.

What national parks do you know in Germany?

[1][jeləʊstəʊn] [2][waɪ'əʊmɪŋ]
[3][mɒn'tanə] [4][ə'laskə]

► KV 32B

**2 …**

In the national parks in the USA, you can do all the sports you ever imagined – and more: °sandboarding in Colorado[1], °ice fishing in Mississippi[2] or °snow tubing in Washington. But activities are becoming more extreme. °Highlining is a sport where people walk across a thin line high above °canyons. Another quite new sport is speed climbing. The 3,000 feet (900 meters) El Capitan[3] in Yosemite national park[4] is a popular climb, usually taking four days. However, it has been climbed by °speed climbers in under two hours. More dangerous sports mean more accidents, so safe behavior is °a must.

+ (to) speed
+ climb *(n)*

**3 …**

Dylan McWilliams[5] was asleep in his sleeping bag at a summer camp in Colorado when he woke up with his head in a bear's mouth. The bear was pulling him away so Dylan °fought back. Fortunately the bear dropped him. Park °rangers later caught a big black bear which was probably responsible for the attack. Although attacks by bears don't happen often, attacks by black bears (usually more peaceful than brown bears) and attacks in the state of Alaska have increased. If a brown bear attacks you, you should play dead. But if it is a black bear, you should fight back.

**4 …**

The beautiful national parks of the USA are threatened by global warming. Recently, the USA has experienced more extreme weather: droughts, floods, worse wildfires, and stronger storms. Rising air and water temperatures also mean environmental changes for people and wildlife. For example, the diet and the culture of the Alaska Natives in Alaska is changing, and warmer water means the number of salmon in lakes and rivers has been reduced. However, if something was done about global warming now and pollution was reduced, we could still prevent some of the worst problems.

+ threat (to) *(n)*
+ (to) flood

[1][kɒləˈrɑːdəʊ] [2][mɪsɪˈsɪpi] [3][el kʌpɪˈtɑːn] [4][jəʊseməti naʃnəl ˈpɑːk] [5]['dɪlən məkˈwɪljəmz]

## 4 Dangers

**Read the article again. What are the dangers °mentioned in the article? What are the solutions that are suggested? Take notes and then tell the class.**

> In Death Valley temperatures are extremely high. It's important to …

## 5 Present a national park

**Present an American national park to your group:**

- Choose a national park. Do some research on its landscape and wildlife and make notes on two or three interesting things.
- Find two or three photos. Print them out or download them on your phone (remember: only use °creative commons photos).
- Tell your group about the park you have chosen.

SF 10 → p. 165

I can talk about national parks. ✔

8 WB 1, p. 40

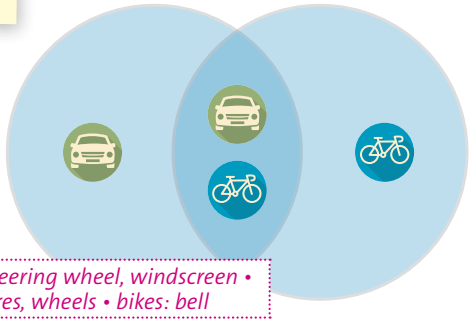
# 3 YOUR CHECK

You can find the answers for these tasks on page 251.

## 1 Check your vocabulary

**a** Copy and complete the diagram with the words from the box.

bell • engine • lights • mirrors • roof • seats • steering wheel • tyres • wheels • windscreen



**1a)** *cars: engine, mirrors, roof, steering wheel, windscreen • cars and bikes: lights, seat(s), tyres, wheels • bikes: bell*

**b** Choose the correct verb.

Sometimes smart phones are annoying. It takes a long time to (1) *connect* / *go* / *react* to the internet and then a long time to (2) *invent* / *download* / *prevent* things. Websites always (3) *program* / *track* / *remind* you and (4) *collect* / *create* / *transport* your data. You have to (5) *throw away* / *reduce* / *charge* your battery all the time. And when something doesn't work, it's really expensive to (6) *print* / *repair* / *unlock* it. But I can't live without my phone!

**c** Complete the words.

Our green goals

1 Produce less *rubbish*.
2 Use less *energy*.
3 Reduce air and water *pollution*.
4 Use *environment-friendly* transport.
5 *Invent* new green technology.
6 Make our environmental *footprint* smaller.

**2b)** *1 While he was speaking on the podcast, Mack talked about his life in Michigan. • 2 Because he wants to make a difference, Mack is a volunteer for two projects. • 3 Mack does his homework and listens to techno. / Mack does his homework while he listens to techno.*

## 2 Check your language

**a** Complete the description of a special radio. Use the passive of the simple past.

A radio which didn't need batteries or electricity (1 invent) *was invented* by English inventor Trevor Bayliss[1] in 1992. He knew that radios (2 need) *were needed* in Africa to spread information about disease. His first radio (3 build) *was built* from old parts. It (4 produce) *was produced* by a British company and Bayliss (5 give) *was given* several awards for his invention.

[1] ['trevə 'beɪlɪs]

**b** Rewrite the sentences without participles.

1 When speaking on the °podcast, Mack talked about his life in Michigan.
2 Wanting to make a difference, Mack is a volunteer for two projects.
3 Mack does his homework listening to techno.

## 3 Check your writing

Choose Death Valley or Glacier Bay National Park and imagine you are there. For your social media, write a short post about the park, the weather and what you've done or are planning to do there. Start like this:

*Hi there everybody! I'm in … National Park. The temperature is … and …*

## 4 Check your speaking

Read a partner's post and comment on it.

Hi …! I've just read your post about …

3

# Create a new product

## GET READY

**Work in a small group.**

**What product do teenagers really need, but hasn't been invented yet? Or what product °exists, but needs to be improved? Brainstorm ideas in your group.**

**Think about:**

- **tech products**
- **hair and skin care products**
- **fashion (clothes, shoes, bags, ...)**
- **bike stuff**
- **something for your room or home**
- **things for people with disabilities**

**Decide who the product is for.**

I find having a bath really relaxing and I often lie in the bath and read magazines. But one day my magazine fell in the water and I couldn't read it. So I'd like something which holds my magazine safely.

Yes, that's a great product! I have another idea. What about something that is designed for ...?

## GO AHEAD

**Think more carefully about your product. Why is it new or special?**

- **Make notes with information about the product.**
- **Decide what the product is made of and how it is made.**
- **Draw a picture or digitally change a photo. Or make the product and take a photo!**
- **Write an advert for your product or make a video.**
- **Decide who does what in your group.**

## FINISH

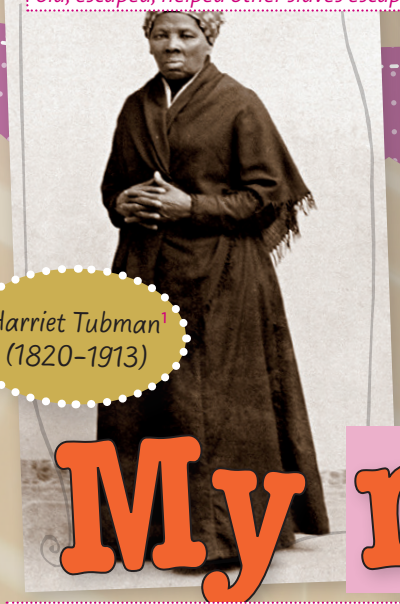
- **Show your advert and picture to another group.**
- **Make feedback notes on the other group's product and advert (see p. 55). Then tell the other group what you think.**

We think that you've invented a great product that we haven't seen before. We think it's really useful, although it's a little expensive. We love your advert – it's creative and funny and really sells the product.

Unit 4

# Black lives

## My role models



Harriet Tubman[1] (1820–1913)

**2b)** *slave, worked when she was five years old, escaped, helped other slaves escape*

Oprah Winfrey[2] (*1954)

**2b)** *talk show presenter/host and actor, raises lots of money for charity*

Michelle Obama[3] (*1964)

**2b)** *first African American first lady, lawyer, encourages African American girls to get education*

Beyoncé Knowles-Carter[4] (*1981)

**2b)** *amazing performer, but also uses her music for political protests; celebrates black culture (e.g. in her documentary „Homecoming" or her song „Brown Skin Girl")*

Dodie Smith-Simmons[5] (*1943)

**2b)** *civil rights activist / freedom rider, from New Orleans; rode around in buses and protested against segregation, was 15 when she joined the civil rights movement, 18 when she became a freedom rider*

Coretta Scott King[6] (1927–2006), wife of Martin Luther King[7] (1929–1968)

**2b)** *civil rights activist, wife of Martin Luther King, fought for Martin Luther King Day as a holiday*

Rosa Parks[8] (1913–2005)

**2b)** *civil rights activist, fought against segregation, refused to give up her seat on the bus*

[1]['hariət 'tʌbmən] [2]['əuprə 'wɪnfri] [3][mɪ'ʃel əu'bɑːmə] [4][biˈjɒntseɪ nəʊlz 'kɑːtə]
[5]['dəʊdi smɪθ 'sɪmənz] [6][kə'retə skɒt 'kɪŋ] [7]['mɑːtɪn luːθə 'kɪŋ] [8]['rəʊzə 'pɑːrks]

► KV 33 ► KV 34

**Kelisha Harris**[1]

- high school student
- lives in New Orleans[2], Louisiana[3] (°home to °jazz, the Mardi Gras festival, happy people and hurricanes)

[1][kə'liːʃə 'harɪs] [2][njuː ɔː'liːnz] [3][luːzi'anə]

**In this unit you will**

- find out about slavery and the civil rights movement in the USA and discuss the situation of African Americans today.
- discover what is important to African Americans in New Orleans and explain what is important to you.
- discuss how Hurricane Katrina[4] changed New Orleans and how the situation could have been different.
- explain problems to a doctor and mediate at the doctor's. + mediation *(n)*

➔ At the end of the unit you'll make a short video about something you care about.

[4][kə'triːnə]

## 1 Kelisha's role models

**Look at the photos of Kelisha's role models. Discuss what you know about the people in the photos and why they are role models. These words can help you.**

African American • charity • civil rights activist • (to) fight for/against • First Lady • freedom • lawyer • slave

I don't know Harriet Tubman. Do you know who she was?

No, but maybe she was a ...

## 2 Who are they?

2.1

**a** **Listen to Kelisha's chat with her exchange partner Sara from Germany. Check your ideas from 1. Take notes about the seven women.**

**b** **Listen again. Then compare your notes and add more details.**

**2b)** *siehe Lösungen auf S. 60*

**c** **Using your notes, discuss your answers. Which of these people do you think is the best role model and why?** US timeline → *p. 122*

**3a)** *All slaves became free in (June) 1865. Before they became free, the north won the Civil War against the slave states in the south (which started in 1861).*

## 3 VIEWING Slavery in the USA

**a** **Watch the slide show. When did slaves become free? What happened before slaves became free?**

**b** **Watch again. Which of these rights did slaves have? The right to ...**

1 own property
2 own a gun
3 education + (to) educate
4 decide what tasks they did
5 money for their work
6 a holiday
7 vote

TF 5 → *p. 130f.*

**3b)** *Slaves didn't have any of these rights. (They were described as property, not human beings.)*

### ACROSS CULTURES

For centuries the USA was part of the international **slave trade**. Slaves were brought from Africa mostly to work in fields in the south.

In 1807 Britain and the US passed laws against slavery, but slavery continued in America. The United States became divided between slave states in the south and free states in the north. Abraham Lincoln became president in 1860, and the southern states were afraid that he would ban slavery. As a result, the Civil War started in 1861, which the north won in 1865. In June 1865 all slaves were given their freedom and civil rights. But a few years later, some southern states took away African Americans' civil rights. There was segregation: black people couldn't use the same restaurants or restrooms as white people.

Protests in the 1950s and 1960s led to the **Civil Rights Act in 1964** which banned all **discrimination** by law.

+ (to) discriminate

# Black lives matter

**ACROSS CULTURES**

**In the USA over 50 years after the Civil Rights Act …**

- there is segregation into black neighbourhoods and white neighbourhoods in many cities.
- there is a very high number of black men in American prisons.
- African American men are more often the victims of crime than white men.

**1 What is the article about?**
**Look at the title of the page and the photos. What do you think these pages are about?**

**2 Missing information**
**Read the article. Put sentences a–d in the correct gaps 1–6. There are two extra gaps.**

**a** He wasn't doing anything.
**b** However, the public protests have had positive effects.
**c** His father and his girlfriend went out to dinner while Trayvon stayed at home and played video games.
**d** Zimmerman said he acted in °self-defense, although Trayvon didn't have a weapon.

**2)** *1 c • 2 d • 3 a • 4 – • 5 – • 6 b*

*Michael Brown, Stephon Clark[1], Trayvon Martin[2], Alton Sterling[3], Terence Crutcher[4], Tamir Rice[5], Laquan McDonald[6], Walter L. Scott, Freddie Gray, Eric Garner, Emantic Bradford[7] … the list of unarmed black men killed by police °officers goes on and on.*

+ armed

Seventeen-year-old African American high school student **Trayvon Martin** from Florida loved wearing hoodies and liked football.

He usually lived with his mother, but on February 26, 2012, he was staying with his father and his father's girlfriend in Sanford. **1** ■■■ He went out to buy candy at a store. On the way back he got into an argument with George Zimmerman[8]. Zimmerman was a neighborhood watch volunteer and he had called the police about a 'suspicious person'. The police told him not to go near Trayvon, but Zimmerman chased him in his car, then shot and killed him. **2** ■■■ After public protests, Zimmerman was charged with murder and taken to court. After the trial he was cleared of all charges.

+ chase (n)
+ charge (n)
+ (to) murder

**Tamir Rice** often went to the park near his house to play basketball or just hang out. In November 2014 somebody called 911 and reported that 'a black male' was pointing a gun at people in the park. The caller said the gun was probably fake and that the person was probably a child. However, this information was not given to the two (white) police officers who arrived at the park in a police car. Tamir Rice was sitting in the park. **3** ■■■ Two seconds after arriving, one of the police officers shot Tamir with two bullets. The police officers didn't help him as he lay on the ground bleeding and Tamir died in hospital the next day. **4** ■■■ The gun was a plastic toy gun which Tamir had borrowed from a friend and Tamir was only twelve years old. The officer wasn't charged.

[1]['stefən kla:k] [2]['treɪvɒn 'ma:tɪn] [3]['ɔ:ltən 'stə:lɪŋ] [4]['terənts 'krʌtʃə] [5]['tə'mɪə 'raɪs]
[6]['lə'kwɔ:n mək'dɒnəld] [7]['e'mantɪk 'bradfəd] [8][dʒɔ:dʒ 'zɪməman]

► KV 35

Box: Voc., p. 200

[1] [bəˈrak əʊˈbɑːmə], [bəˈrɑːk əʊˈbɑːmə]

Trayvon's death, together with the deaths of many other unarmed African Americans by police officers or white citizens, led to huge public protests. In 2013 the movement ***Black Lives Matter*** was set up by three black women. **5** ■■■ It has raised awareness of the fact that many shootings are clearly a result of 'racial profiling': black people are seen as 'suspicious' because of their race.

+ (to) be aware of sth. *(adj)*

+ race *(n)*

This point was made by Barack Obama[1] when he said that Trayvon Martin could have been him 35 years ago. He said, 'There are very few African American men in this country who haven't had the experience of being followed when they were shopping in a department store. That includes me.'

Box: Voc., p. 200

Race discrimination is still clearly a part of everyday life in the US. **6** ■■■ The media has become more interested in the shooting of African Americans like Tamir and *Black Lives Matter* has become a popular slogan. Since 2015 many states have passed new laws which control the behavior of police officers more strictly. And young people especially are more aware of discrimination and prepared to fight against it.

## 3 A headline

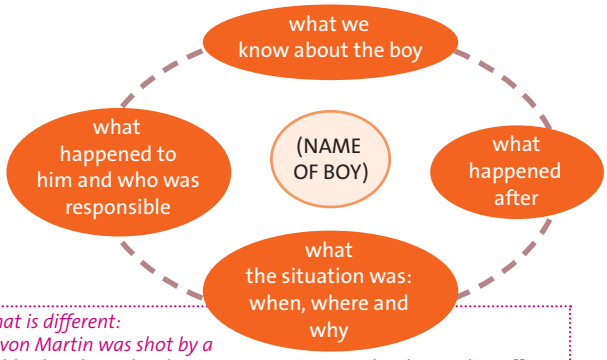
**a** Think of one or two headlines for the article.

**b** Discuss your headlines and agree on the best one.

## 4 The two boys

**a** Partner A: Copy and complete the chart for Trayvon. Partner B: Copy and complete the chart for Tamir.

**b** Use your charts and describe what is the same and what is different about the two situations.




**4b)** • *what is the same about the two situations: the suspicious persons were young boys; they didn't have a (real) weapon; they were both shot and killed; the men who shot them weren't charged; ...*

• *what is different: Trayvon Martin was shot by a neighborhood watch volunteer; Tamir Rice was shot by a police officer; Trayvon talked to the man who shot him, Tamir didn't; ...*

## 5 WORDS Justice and crime

+ injustice + just *(adj)*

**a** Collect words and phrases from the text about justice and crime. Decide how to organize them. Add words from pp. 60–61 and other words. SF 12 → *p. 167*

**b** Write a definition of 'racial profiling' in your own words and give examples.

**5a)** *crime: criminal, robbery, thief, gun, prison, suspicious, be charged, charges, armed, death, murderer, ...*
*justice: trial, discrimination, court, laws, just, witness, the same rights, injustice, stereotypes, ...*

**5b)** *When police officers judge a person by their religion, background, skin colour or nationality, this is called 'racial profiling'. It means that a person becomes suspicious just because of their appearance (= what they look like) or their 'race' and not because of their actions. Often, stereotypes are the reason for racial profiling.*

## 6 Discrimination

Where do you experience injustice and discrimination in your life or other people's lives? Discuss what you can do to change this. More ideas → *p. 106*

I can discuss fighting discrimination. ✔

# Great achievements

1) *Kelisha thought it was good that Barack Obama gave African Americans hope and that African Americans had a president who looked like them. She thought it was discrimination that Obama had to show his birth certificate to prove he was American and that he had to explain his religion / that he was a Christian. (Other US presidents didn't have to do that!)*

## 1 Barack Obama

**Read Kelisha's scrapbook page. What did she think was good about Barack Obama? In her opinion, what was discrimination?**

*Barack Obama gave African Americans hope. It was amazing to have a president who looked like us! But not everybody liked him and some media reported fake news about him to their readers. Obama had to show people his birth certificate to prove he was American. Other presidents didn't have to do that. Obama also had to explain his religion to Americans – that he was a Christian. That was discrimination!*

### LOOK AT LANGUAGE: verbs with two objects

**Look at these examples from 1. Answer the questions.**

Obama gave African Americans hope.
He had to show people his birth certificate.

Media reported fake news to their readers.
He had to explain his religion to Americans.

1 When a verb has two objects, which comes first: the 'thing object' or the 'person object'?

2 With some verbs like *explain, suggest, describe* and *report* we put the person object at the end. What °preposition do we use?

LF 10 → p. 149

1) *When a verb has two objects, the person object comes before the thing object.*

2) *With some verbs like explain, suggest, describe and report we put the person object at the end and use the preposition **to**.*

## 2 What did the Obamas achieve?

**Put the sentences in the right order.**

1 gave / to get health insurance / millions of people / the chance / Barack Obama
2 a healthy economy / American people / left / He
3 workers in the car industry / brought / He / 250,000 new jobs
4 introduced / to thousands of school students / healthy eating / Michelle Obama
5 a vegetable garden / made / at the White House / She / school students

Fast finishers 10 → p. 112

## 3 Some questions for Kelisha

**Put the words in the right places in the dialogue. You might need the preposition 'to'.**

**Mom:** Can you show (1 your scrapbook / me)?
**Kelisha:** Sure.
**Mom:** Can I ask (2 you / some questions)?
Could you explain (3 me / these pages)?
**Kelisha:** Yes, of course.
**Mom:** I'd like to suggest (4 something / you).
Why don't we send (5 a copy / your grandma)?
**Kelisha:** OK, let's do that.

*me your scrapbook*
*you some questions*
*these pages **to** me*
*something **to** you*
*a copy **to** your grandma*

## 4 Your questions

**Ask and answer with a partner.**

Could you ...

explain • give • lend • show • suggest • tell

this exercise • a good film • some help • your homework • your ruler • the time

*Could you explain this exercise to me? – Sure. You have to ...*

2) *1 Barack Obama gave millions of people the chance to get health insurance. • 2 He left American people a healthy economy. • 3 He brought workers in the car industry 250,000 new jobs. • 4 Michelle Obama introduced healthy eating to thousands of school students. • 5 She made school students a vegetable garden at the White House.*

► KV 37

## 5 Simone Biles[1] [1][sɪ'məʊn baɪlz]

**Read about Simone Biles in Kelisha's scrapbook. Why was she so successful? What do you think she had to give up for this success?**

+ talented *(adj)*

*Simone Biles was given a special talent, but she also trains hard. Many call her the best gymnast in history. At the °Olympic Games in 2016, Simone was awarded four gold medals. By 2018 she had won twenty gold medals in Olympic and World Championship competitions. Before the 2018 World Championships, Simone was in pain from a big kidney stone, but she wasn't allowed medicine. She still won six medals! How amazing is that?*

### LOOK AT LANGUAGE: the passive of verbs with two objects

**a** **Look at this sentence with two objects:**

1 Life gave Simone Biles a special talent.

**Now look at the passive form of this sentence. Which object ('person object' or 'thing object') is the subject in sentence 2?**

2 Simone Biles was given a special talent.

**b** **Find two more examples of this type of passive in 5.**

LF 11 → p. 149

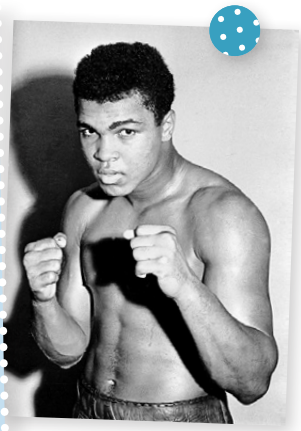
**a)** *The person object of the active sentence (1) becomes the subject in the passive sentence (2).*

**b)** *• At the Olympic Games in 2016, Simone was awarded four gold medals. • (Simone was in pain from a kidney stone, but) she wasn't allowed medicine.*

## 6 Muhammad Ali[2] [2][mu'hamɪd 'ali]

**Complete Kelisha's writing about Muhammad Ali. Use the passive of the simple past.**

I (1 buy) *was bought* a book about Muhammad Ali by my parents. When Muhammad Ali was twelve, somebody stole his bike and he was very angry, so he (2 offer) *was offered* boxing lessons by a police officer. Ali (3 give) *was given* a real talent for boxing. He was °superfast and he won 56 of his 61 fights. For the fights he (4 pay) *was paid* millions of dollars, but his life wasn't about money. He fought for civil rights for African Americans and also helped black students. Ali had a learning disability and problems with reading. Many school students (5 teach) *were taught* reading with books which were bought by Muhammad Ali. After Ali's death in 2016 his family (6 sent) *was sent* messages by thousands of fans, politicians and celebrities.



## 7 Great sportspeople

**Discuss these questions.**

What other great sportspeople do you know?
What special talent were they given?

Wordbank 4 → p. 117

Do you know ...?
He / She was given a special talent for ...
He / she was awarded ...

► KV 38 ► KV 39

1) • *The pictures are very colourful. You can see old houses with big balconies, a street musician, people wearing costumes –> maybe at some kind of carnival, ... • You get the impression that New Orleans is a nice/beautiful/colourful/... / an old /... city where people enjoy life, celebrate, make music and have fun.*

# In New Orleans

**ACROSS CULTURES**

Louisiana is part of the Deep South which has its own special culture. Because of its history of slavery, the population of African Americans is very high. In New Orleans 60% of the population is African American. However, New Orleans was also a French and Spanish city for a century before it became part of the USA, so it has a °mix of different cultures.
What makes the area where you live special?

## 1 New Orleans

**Look at the pictures. What impression do you get of New Orleans?**

## 2 What's important?

2.2

**a** **Now listen to three students in Kelisha's class: Georgia[1], Dion[2] and Tyrone[3]. What three things do they think are important?**

2a) *food • happiness • festivals / Mardi Gras*

[1]['dʒɔːdʒə] [2]['diːɒn] [3]['taɪrəʊn]

**b** **Listen again. Complete the sentences.**

1 Popular stews are made with seafood, *sausage and rice.*
2 Food in New Orleans tastes *spicy.*
3 A po' boy is *a big sandwich (with fried seafood or meat and onions and sauce).*
4 In New Orleans, people *enjoy life.*
5 It's easy to live in New Orleans because *time goes more slowly.*
6 At Mardi Gras, everybody wears *masks, costumes, (green, purple and gold beads).*
7 Bring a bag to Mardi Gras because *people throw things (from the floats).*
8 In a king cake you might find *a small plastic baby.*

**c** **What do you think sounds most interesting and why? Tell the class.**

SF 1 → p. 156f.

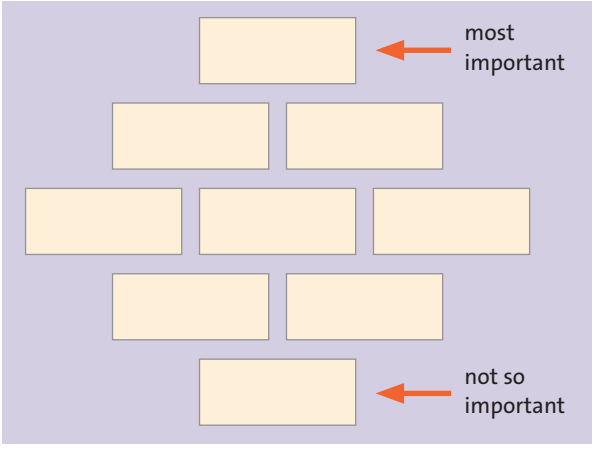
## 3 Festivals

**Describe an important festival in your area: what people do, wear and eat. What do you think of this festival? Do you and your partner have the same opinion?**

## 4 What's important to you?

**a** **Copy and complete the diagram about what's important to you (people, things, values) – and what isn't so important.**

Wordbank 5 → p. 118 Fast finishers 11 → p. 112



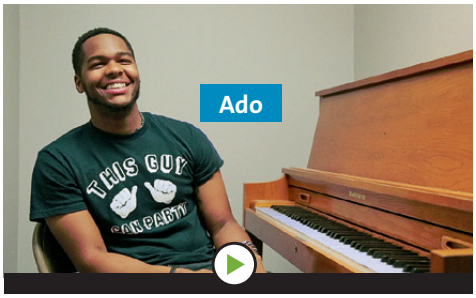

**b** WALK AROUND **Explain to different partners what is or isn't important to you and why.**

**c** **Discuss what is most important for students in your class.**



I can explain what is important to me. ✔

# Music in good and bad times




## 1 A video about a musician

You're going to watch a video about a musician called Ado[1]. What would you like to know about him? What aspects of Ado's life do you think the video will show? Make a list of points.

[1]['eɪdəʊ]

## 2 VIEWING Part 1: A musician in New Orleans

Watch the first part of the video (until 3:12).
Take notes to answer the questions.

1 What instruments do you hear and see in New Orleans? Where are people making music?
2 How did Ado start singing?
3 Who did he first sing with in New Orleans?
4 What is Ado doing now?
5 What impression do you get of Ado as a person? Explain why.

**2)** *1 You can hear (and see) drums, a violin, a saxophone, a guitar, a banjo, a trumpet, ... People are making music in the streets, in clubs, ... • 2 He started singing in church with his parents. • 3 With two guys/friends he met when he got to New Orleans, in a trio. • 4 He's a solo singer with a backing band. • 5 (Individuelle Antworten, z. B.:) He seems to be very kind, happy and good fun (because) he smiles and laughs a lot.*

## 3 VIEWING Part 2: A musician in New Orleans

Watch the second part and choose the best answer.
After Hurricane Katrina ...

A somewhere to live was more important than music.
B people couldn't go on with their lives.
C times were hard, but music brought people together.
D people still danced in the streets.

## 4 Filming the video

**a** Watch both parts of the video again. Make notes on how each part of the video feels.
Think about:

- how each part starts and ends
- the type of music that you hear
- the pictures that you see of people and places
- Ado's body language and how he speaks
- what type of camera shots are used (long shots, close-ups, etc.)

SF 2 → p. 157f.

**b** Using your notes from 4a, discuss how each part feels and why. The words in the box can help you.

depressing • exciting • fun • inspiring • sad

**c** Is the overall message of the video positive or negative? Explain why.

**4c)** *(Individuelle Lösungen, z. B.:) The overall message of the video is positive: New Orleans is a city of music and life went on after Katrina, because music brings people together.*

I can describe the message of a video and how it is filmed. ✔

► KV 40

# After Katrina

**1)** *The city flooded because engineers didn't build the flood walls correctly. • The situation was worse for African Americans because their neighbourhoods were on the lowest ground and a lot of poorer African Americans didn't have cars.*

## 1 The days of the storm

**Read this report in a local newspaper fifteen years after Hurricane Katrina. Why did the city flood? Why was the situation worse for African Americans?**

### Fifteen years after

+ shock *(n)*

Everybody in New Orleans knows the shocking story of Hurricane Katrina. It caused over 1,800 deaths and it destroyed over a million homes. As we know, most of New Orleans is below sea level. If the engineers had built the flood walls correctly, the walls would have protected the city after the storm. But they didn't and by August 30th 2005, 80% of the city was underwater. It was worst in poor African American neighborhoods because they are on the lowest ground.

The mayor only told people to leave the city on the day before the floods. If they'd known about the hurricane earlier, more people would have left. But it was too late. And lots of poorer African Americans couldn't leave anyway because they didn't have cars.

Help took a long time to get to New Orleans: people had no power, no food, no drinking water and no proper shelter for over a week. People were disgusted that the army didn't arrive until 9th September. Many people say that if New Orleans had been a richer city with more white people, the government would have helped earlier.

+ disgusting *(adj)*

### LOOK AT LANGUAGE: *if*-sentences, type 3

***If*-sentences type 3 are about the past. We use them to talk about events that didn't happen (unreal situations).**

**a** **Look at these examples. Then find one more example in the article above.**

Fact: The engineers didn't build the flood walls correctly.

**unreal condition (*if*-clause)** **unreal result (main clause)**

If the engineers had built the flood walls correctly, the walls would have protected the city ...

Fact: The mayor only told people to leave the city on the day before the floods.

**unreal condition (*if*-clause)** **unreal result (main clause)**

If they'd known about the hurricane earlier, more people would have left.

**b** **Which tense is used in the *if*-clause? Which structure is used in the main clause?**

LF 12 → p. 150f.

**a)** *If New Orleans had been a richer city with more white people, the government would have helped earlier.*

**b)** *if-clause:* ***past perfect***
*main clause:* ***would(/could/might) + have + past particple***

## 2 What people said

**Match what people from New Orleans said after Katrina.**

| | | | |
|---|---|---|---|
| 1 | My life would have been very different | a | more black people would have come back. |
| 2 | If thousands of people hadn't helped, | b | if I hadn't gotten help from my friends. |
| 3 | If we'd °gotten more help from the government, | c | I wouldn't have survived. |
| 4 | I wouldn't have stayed | d | rebuilding the city would have taken longer. |
| 5 | If I hadn't trusted in God, | e | if Katrina hadn't come. |

**2)** *1 e • 2 d • 3 a • 4 b • 5 c*

## 3 Katrina stories

**Complete the stories with the correct form of the verb.**

**TAMARA[1]:** We would have left if we *had owned* (1 own) a car. We lived in the sports stadium for ten days in disgusting conditions and then we were sent to Baton Rouge[2]. My mom worked three jobs to pay for an apartment. I *would have disappointed* (2 disappoint) her if I hadn't worked hard in school. Then I went to university. Maybe I *wouldn't have done* (3 not do) this if Katrina hadn't happened. We never moved back to New Orleans. If we *had gone* (4 go) back, we wouldn't have had anywhere to live.

**DEVONTE[3]:** I was 15 when Katrina hit. We were sent to Houston[4], Texas. If we *hadn't gone* (5 not go) there, I would have graduated from school. But the kids in Houston bullied me. Things *would have got* (6 get) really bad if my parents hadn't taken me out of school. I was shocked when we came back to New Orleans, it was terrible. My parents had to work and rebuild our house. If I *hadn't dropped* (7 not drop) out of school to look after my brothers, they would have gotten into crime. I *wouldn't have grown up* (8 not grow up) so quickly if Katrina hadn't happened.

[1][tə'maːrə] [2][batən 'ruːʒ] [3][də'vɒntɛɪ] [4]['huːstən]

## 4 WORD FAMILIES Adjectives with *-ed* and *-ing*

**Look at the adjectives in the clouds and find them in 1 and 3. Explain what they describe.**

**Copy the clouds and give each one a heading:**

- adjectives to describe how a person feels
- adjectives to describe a thing or situation

**Add more words to each cloud.**

*adjectives to describe a thing or situation*: disgusting, shocking

*adjectives to describe how a person feels*: disgusted, shocked

*More words like these:*

| | |
|---|---|
| *surprising* | *surprised* |
| *exciting* | *excited* |
| *boring* | *excited* |
| *inspiring* | *inspired* |

## 5 Your life: a different storyv

**a** **How could things have been different for you? Complete the sentences.**
**Use *-ed* and *-ing* adjectives to describe your feelings and the situation.**

*If I'd been born in the USA, I would have spoken English as my first language.*
*That would have been amazing!*

1 If I'd been born in the USA, ...
2 If I'd gone to a different school, ...
3 If I hadn't had brothers and sisters, ...
4 If my family had lost their home, ...

More ideas → p. 107

**b** **Compare your sentences. What's the same? What's different?**

I can describe how something would have been different. ✔ 6 WB 1-2, pp. 50-51

# Extreme storms

**1 Storm chasers**

**a** You're going to read about storm chasers. What do you think they do and why?

*1b) Storm chasers follow storms. They use weather data to find storms and then they wait for the storm to come. They help people who are injured because they are often the first to arrive after a storm. • They usually do it because they like the danger or to make money from videos and photos. Some people also do it because they want to save lives with the data they collect.*

## Storm chasers

[1][riːd 'tɪmə]

Reed Timmer[1] is an extreme °meteorologist and storm chaser. He chases hurricanes, tornados and °thunderstorms. Storm chasers use weather data to find the place where a storm will hit and the best place to wait for access to it. Storm chasing is not for people who °dislike waiting: they often have a long wait and spend a lot of time hanging around or driving. Reed Timmer has a very °noticeable °vehicle called the 'Dominator' which is °suitable for driving in winds of 200 mph. It's °bullet-proof to protect it from huge °hailstones or flying rubbish. It can go down on the ground, so wind can't get under it.

+ (to) access

Safety, of course, is very important. Being °disorganized can mean life or death and Reed Timmer is always prepared with food, water and warm clothes. Storm chasers are often the first people to access an area after a storm, so they also need to know °first aid to help people who are °injured. People who chase storms usually do it because of the danger, but also to make money from videos and photos. Some, like Reed Timmer, collect °scientific data which could save future lives.

*2a) 1 Meteorologe/Meteorologin • 2 Gewitter • 3 Fahrzeug • 4 kugelsicher • 5 Hagelkörner • 6 Erste Hilfe • 7 verletzt/verwundet • 8 wissenschaftlich*

*2b) **prefix dis- = not***
*• disorganized = not organized • dislike = not like*
***suffix -able = can be done***
*• suitable = can be used for • noticeable = easily seen*

**2 Finding out the meaning of words**

**a** Find the following words in the article. Together use strategies to find out the meaning of the words. Then check your answers in the dictionary.

1 meteorologist
2 thunderstorm
3 vehicle
4 bulletproof
5 hailstones
6 first aid
7 injured
8 scientific

Use these strategies:
- pictures and headings
- the situation
- similar words in German or other languages you know
- words from the same word family
- the two parts of a °compound word (e.g. sportsperson)

**b** Now find these words in the article. What °prefix or °suffix does each pair have? What do the words mean?

disorganized, dislike • suitable, noticeable

*2c) wait (l. 4) = verb (warten) • wait (l. 6) = noun (Wartezeit)*

**c** In the text, look at the words *wait* (lines 4 and 6) and *access* (lines 4 and 13). These words look the same, but they have different meanings. Are they verbs or nouns? What do they mean? Find other pairs like these in the dictionary.

Fast finishers 12 → p. 112

*2c) access (l. 4) = noun (Zugang) • access (l. 13) = verb (auf etwas zugreifen, Zugang haben zu etwas)*

### Step by step: finding out meaning

- Decide if it's necessary to know the meaning.
- If it is necessary, look carefully at the word in the text and use a strategy.
- Check in the dictionary in your book or use an online dictionary.

SF 13 → p. 167

*2c) **Other pairs like these:** aim (Ziel/zielen), answer (Antwort/antworten), arrest (Festnahme/festnehmen), attack (Angriff/angreifen), award (Preis/verleihen), ...*



I can find out the meaning of words. ✔

# An appointment at the doctor's

## 1 Making an appointment

2.3

**Kelisha's friend Sara and her family are in New Orleans. Sara's dad and brother need a doctor, so Kelisha's dad makes an appointment for them. Listen and complete her notes and the receptionist's notes.**

| Names |
|---|
| *Max and Daniel Schwarz*<br>*(Visitors from Germany, have international health insurance)* |
| **Problem** |
| *boy (6 years old): ear infection*<br>*father: needs pills for high blood pressure*<br>+ tablet |

- Appointment today, 2.30 pm with °Dr. Jackson
- Bring insurance documents and passports

**ACROSS CULTURES**

The health system in the USA is mostly private and very expensive. You have to pay to visit a doctor and stay in a hospital. Many Americans can't afford health insurance. You need private health insurance when you travel to the USA on holiday.

## 2 At the doctor's

2.4

**Max and Daniel are at the doctor's with Kelisha. Listen and correct the information.**

1 Max has a very high temperature. + allergic (to) *(adj)*
2 Max has an allergy to antibiotics.
3 He has to take the antibiotics twice a day for 72 hours.
4 Daniel can't get a prescription for his pills.
5 They need to take their insurance forms to the drugstore.

**2)** *1 His temperature is a little high. • 2 He has an allergy to strawberries. • 3 He has to take them twice a day for ten days. • 4 He can get a prescription – it's no problem. • 5 They need to take their prescriptions to the drugstore.*

## 3 SPEAKING An appointment at the doctor's

**Partner A: You're the doctor's receptionist. Look at p. 98.**
**Partner B: You're in the USA and want to make an appointment for your mum. Look at p. 99.**

SF 20 → p. 176

## 4 MEDIATION At the doctor's in the USA

**a Complete the conversation.**

**Doctor:** Hello, take a seat. What's the problem?
**You:** *Erkläre, dass deine Mutter nicht so gut Englisch spricht. Ihr ist ganz schlecht, sie schwitzt und sie hat starke Bauchschmerzen.* Box: Voc., p. 202
**Doctor:** Mmm, let me take your mother's temperature.
**You:** Mama, …
**Doctor:** Yes, she has a very high temperature. Can you ask her what she ate yesterday?
**You:** …
**Mum:** Oh nein, das war bestimmt dieser würzige Eintopf mit Meeresfrüchten, den wir auf der Straße gegessen haben.
**You:** …
**Doctor:** Yes, if the seafood wasn't fresh, that could have caused the problem. I'll give your mother a prescription for some pills. She shouldn't eat much, but she should drink lots of water.
**You:** …

**b Practise the conversation with two partners. Then think of another problem and mediate a different situation.** Wordbank 6 → p. 119

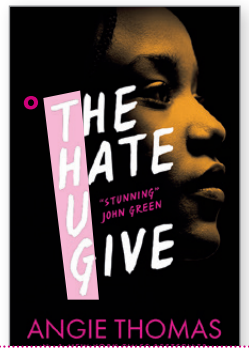
# 4 TEXT 2

► KV 35 ► KV 43

## The Hate U Give *(by Angie Thomas[1])*

**2)** *1 rule 1: Do what they tell you. • rule 2: Keep your hands in sight. • rule 3: Don't move suddenly. • rule 4: Only speak when they speak to you.*
*2 The first, third and fourth.*
*3 The police officer shot and killed him. / Khalil was shot and killed by the police officer.*

**1** **The book title**
Look at the book. What word do the first letters of the title °spell out? Find out what this means. What do you think the book is about?




**2** **Broken rules**
Starr[2] and her friend Khalil[3] are in his car after a party when a police officer pulls them over. Read the story and answer the questions.
1 What rules did Starr learn from her dad about how to behave with a police officer?
2 Which of these 'rules' did Khalil break?
3 What happened?

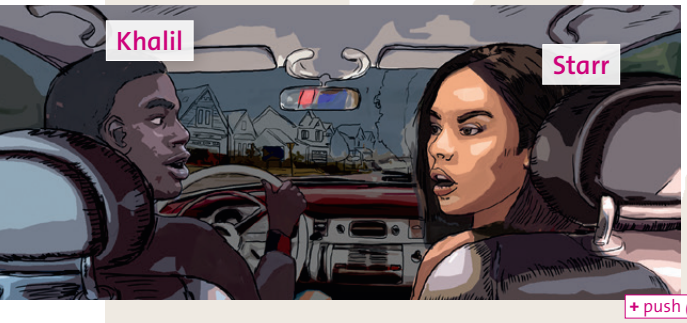
SF 3 → p. 159

[1]['andʒi 'tɒməs] [2][stɑ:] [3][kə'lɪl]

**1)** *THUG: Schläger/Gangster/Verbrecher = a person who is violent and commits crimes.*

2.5

When I was twelve, my parents had two talks with me. One was the usual birds and bees. […]
The other talk was about what to do if a cop stopped me. °Momma told Daddy I was too young for that. He said that I wasn't too young to get arrested or shot. + arrest *(n)*
'Starr-Starr, you do what they tell you to do,' he said. 'Keep your hands in sight. Don't move suddenly. Only speak when they speak to you.' Daddy has the biggest mouth of anybody I know, and if he said to be quiet, I needed to be quiet.
I hope somebody had the talk with Khalil.
We're on Carnation where most of the houses are empty and half the streetlights are broken.




+ push *(n)*

Nobody here – only us and the cop. Khalil stops the car. 'What does this fool want?' […]
The officer comes to the driver's door and taps the window. Khalil opens it. The officer puts his flashlight in our faces.

Box: Voc., p. 203

'License, registration, and proof of insurance.'
Khalil breaks a rule – he doesn't do what the cop wants. 'What you pull us over for?'
'Khalil,' I say. 'Do what he said.'
Khalil takes his wallet out.
My heart beats loudly, but I hear Daddy's instructions in my head: *Look at the cop's face. If you can remember his badge number, that's even better.* I look at the numbers on the badge – one fifteen. He's white, mid-thirties to early forties, has a brown buzz cut and a thin scar over his top lip. + (to) scar sb.
Khalil gives the officer his papers and license. One-Fifteen looks over them. 'Where are you two coming from?'
'Nunya,' Khalil says, meaning none of your business. 'What you pull me over for?'
'Your light's broken.'
'So are you gon' give me a ticket or what?' Khalil asks.
'You know what? Get out the car, smart guy.'
'Man, just give me my ticket –'
'Get out the car! Hands up, where I can see them.'
Khalil gets out with his hands up. One-Fifteen pushes him against the back door.
I fight to find my voice. 'He didn't mean –'
'Hands on the dashboard!' the officer shouts at me. 'Don't move!'
I do what he tells me, but my hands are shaking.
He pats Khalil down. 'Okay, smart mouth, let's

► KV 43

see what we find on you today.'
'You ain't gon' find nothing,' Khalil says.
One-Fifteen pats him down two more times.
Nothing.
'Stay here,' he tells Khalil. 'And you,' he looks in the window at me. 'Don't move.'
I can't even nod.
The officer walks back to his car.
My parents haven't taught me to be scared of the police, just to be smart. They told me it's not smart to move while a cop has his back to you.
Khalil does. He comes to his door.
It's not smart to move suddenly.
Khalil does. He opens the driver's door.
'You okay, Starr –'
*Pow!*
One. Khalil's body moves. Blood comes from his back. He holds onto the door.
*Pow!*
Two. Khalil gasps. + gasp (n)
*Pow!*
Three. Khalil looks at me, amazed.
He falls to the ground.

+ (to) scream Box: Voc., p. 204

A loud scream comes from inside me.
I jump out the car and run around to the other side. Khalil looks at the sky as if he hopes to see God. His mouth is open like he wants to scream. I scream loud enough for the both of us.
'No, no, no,' is all I can say. My mom once said that if someone gets shot, try to stop the bleeding, but there's so much blood. Too much blood.
Khalil doesn't move. He doesn't say a word. He doesn't even look at me. He's gone. I hope he sees God.
Someone else screams.
I blink through my tears. Officer One-Fifteen shouts at me, pointing the same gun he killed my friend with. I put my hands up.

**4)** *1 She told Khalil to show his licence. • 2 She protested. • 3 She put her hands on the dashboard but her hands were shaking. • 4 She screamed. (Then she jumped out of the car and ran around to the other side.) • 5 She cried (blinked through her tears) and hoped he'd see God. • 6 She put her hands up.*

## 3 Why did it happen?

**True (T), false (F) or not in the text (NT)?**

1 The officer pulled them over because Khalil was driving too fast.
2 Starr looked carefully at the police officer so she knew who he was.
3 The officer found drugs on Khalil.
4 The officer shot Khalil because Khalil wanted to get a gun.
5 The officer shot Khalil once.
6 When he fell to the ground, Khalil looked at Starr.
7 Starr tried to stop the bleeding.
8 The officer thought Starr was dangerous.

**3)** *1 F (l. 41: his light was broken) • 2 T (l. 30 ff) • 3 F (ll. 58–59: he found nothing) • 4 NT • 5 F (ll. 72–78: three times) • 6 F (l. 82: he looked at the sky) • 7 F (ll. 88–89: there's too much blood) • 8 T (l. 95)*

## 4 Starr's reactions

**How did Starr react when ...**

1 the officer asked Khalil for his licence?
2 the officer pushed Khalil against the car door?
3 the officer told her to put her hands on the dashboard?
4 Khalil fell to the ground?
5 Khalil died?
6 the officer pointed his gun at her?

## 5 What happens next?

a **Think:** What does Starr do after the shooting?
More ideas → p. 107

b **Pair:** Discuss your ideas.

c **Share:** Tell the class. Then watch the film trailer on the internet and find out.

I can understand the events in a story and discuss how the story continues. ✔

8 WB 1-3, p. 54

# 4 YOUR CHECK

You can find the answers for these tasks on page 252.

## 1 Check your vocabulary

**a** Match the words with the definitions.

| | |
|---|---|
| 1 slave | a the rights that everyone should have |
| 2 activist | b fair behaviour towards people |
| 3 civil rights | c unfair behaviour towards people |
| 4 justice | d a person who fights for something |
| 5 discrimination | e a person owned by another person |

**1a)** *1 e • 2 d • 3 a • 4 b • 5 c*

**b** Complete the sentences with crime words.

1 Many *unarmed* young people have been killed.
2 The police officer said he acted in self-*defence.*
3 He was *charged* with murder.
4 After the *trial*, he was *cleared* of all charges.
5 Good lawyers can stop people going to *prison.*
6 *Black Lives Matter* has raised *awareness* of racial *profiling.*

**c** Choose the correct word.

1 Slavery is shocking / shocked.
2 I was disgusting / disgusted when I read the story.
3 We felt surprising / surprised by his reaction.
4 It's interesting / interested to hear people's stories.
5 The movement is very inspiring / inspired.

**d** Complete the conversation at the doctor's.

**Ava:** I cut my arm and now it hurts and looks horrible.
**Dr.:** Let me look. Hmm, you have a skin (1) *infection*. Let me take your (2) *temperature*. Yes, it's very high. I'm going to clean your skin and then give you a (3) *prescription* for some (4) *antibiotics* . You need to take the (5) *pills* over ten days.

**2b)** *1 If I hadn't missed the bus, I would have been on time / I wouldn't have been late. • 2 If it hadn't rained on the way to school, I wouldn't have got wet. • 3 If I hadn't forgotten my homework, the teacher wouldn't have been annoyed. • 4 If I hadn't dropped my phone, it wouldn't have broken. • 5 If I hadn't got great grades in the test, my parents wouldn't have been happy.*

## 2 Check your language

**a** Put the words in the correct place.

1 The activist showed (the students / a video).
2 She explained (them / the problem).
3 She gave (some brochures / the class).
4 She suggested (some good books / the students).
5 She sent (some links / the teacher).

**2a)** *1 the students a video • 2 the problem to them • 3 the class some brochures • 4 some good books to/for the students • 5 the teacher some links*

**b** Explain what would have been different.

1 You missed the bus to school today.
*If I hadn't missed the bus, ...*
2 It rained on the way to school.
3 You forgot your homework.
4 You dropped your phone.
5 You got great grades in your test.

## 3 Check your speaking

**Partner A: Look at p. 98.**
**Partner B: Make an appointment at the doctor's. You are free this afternoon and tomorrow after 2.30 pm. You don't want to miss school.**

## 4 Check your writing

**You have just read *The hate U give* on pp. 72–73. Send a message to a friend in the USA, ask if he/she knows the book or the film and what he/she thinks about it. Say if you liked the book or not and why.**

4

# Make a video about something you care about

## GET READY

Work in a small group. Think about something that you really care about. It can be a topic like bullying, discrimination or disabled access, a sport you are really interested in, a special hobby like model making, or volunteer work that you do.

In your group, discuss the topic of your video. Every student says what he or she would like to know and suggests ideas.

What about talking about ...?
It would be good to hear about ...
Could we include ...?
I'm not sure about ...
How are we going to ...?

Let's make a video about online bullying. I know someone who was bullied online and I think this is a really important topic for all students.

I agree, that's a great idea. I'd like to learn more about what social media sites do about bullying.

## GO AHEAD

Decide what you are going to include in your video. Your video should be about 2–3 minutes long. You can use

- shots of yourself talking
- objects
- photos you have taken or photos from creative commons (remember to write down your sources)
- video clips of yourself doing an activity or video clips from other sources
- interviews and personal stories

When you film something, think about different shots and why a special type of shot would be best. When you edit your film, add voice-over, music or sounds (see p. 67). Explain at the beginning of your video why you chose this topic.

## FINISH

Play your video to the class and answer any questions.
Give feedback on the other videos: Think about the quality of the video, the use of different shots and materials and what you learned from the video.
Improve your video. Show it to another class or at parents' evening.

I think bullying is a really important topic today. I liked your personal story with the close-up shots of your face. I was upset to read the online comments and nasty messages. It seems that this was a very personal topic for you and I think you were brave to make this video.

## 1 LISTENING Travel time

2.6

**You are going to hear a radio programme about Yellowstone National Park[1]. Choose A, B, C or D to complete each sentence.**

[1] [jeləʊstəʊn naʃnəl 'pɑːk]

1 The water in some of the hot pools ...
- A is 450 degrees Celsius.
- B is not hot enough to cook fish.
- C is often tested.
- D has dangerous natural chemicals.

2 In the park there are ...
- A many big earthquakes.
- B small wildfires which are caused by lightning.
- C strong winds which often help fires go out.
- D huge wildfires which are caused by campers.

3 In Yellowstone you can see ...
- A some of the 30 million buffalo there.
- B members of a Native American tribe.
- C three types of bears.
- D lots of different birds and fish.

4 Grey wolves in Yellowstone ...
- A were killed by farmers.
- B killed park managers.
- C disappeared before 1950.
- D have a population of under a hundred today.

## 2 SPEAKING Two new products

**a** **You want to know more about a new product.**
**Partner B: Turn the book around.**
**Partner A: Ask Partner B about a new bike.**
**Ask:**
- what material the bike is made of
- how heavy the bike is together with the bag
- what the top speed of the bike is
- how long the battery lasts
- about the bag

**Ask questions to check if you don't understand.**

**b** **Partner A: Read the information and answer Partner B's questions.**

***Feeties*** new outdoor trainers are made from a light and comfortable material which is 100% environment-friendly and lets your feet breathe. These fantastic trainers are made to put on and take off easily and they feel amazing on your feet! The trainers are designed for both men and women and are sold in sizes 4–11. Sizes fit normally, so please order your usual size. Choose from 15 different colours, including red, pink, grey and black. At only £30, they are amazing value for money!

*Light and comfortable trainers*

**a** **Partner B: Read the information and answer Partner A's questions.**

**GSX7** electric bike

The new **GSX7 electric bike** is designed for both teenagers and adults. It is made of very light metal and is only 14 kilos. With the 6AH battery you can travel up to 20 kilometres an hour and for up to 50 kilometres before the battery must be charged again (the battery needs four hours to charge). When you want to travel by bus or train, just put the bike in its bag and take it with you! The bag has two wheels, is made of a strong, light material and is 7 kg.

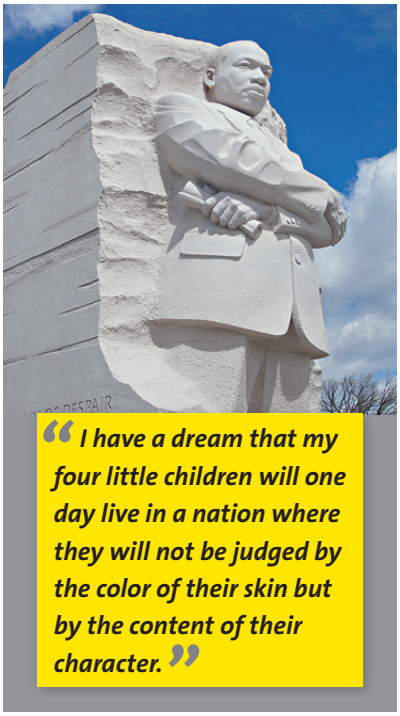
**b** **Ask Partner B about some new trainers.**
**Ask:**
- what material the trainers are made of
- if they're comfortable
- what sizes there are
- how the sizes fit
- about the price

**Ask questions to check if you don't understand.**

► KV 44

## 3 USE OF ENGLISH Martin Luther King

**Copy and complete the second sentence so it has the same meaning as the first. Use 2–5 words including the word in brackets.**




*Example:* People called Martin Luther King MLK. (was)
Martin Luther King *was* (1) *called* (2) MLK.

1 In 1960 he helped with the organization of the March on Washington for Jobs and Freedom. (organize)
In 1960 he helped ... the March on Washington for Jobs and Freedom.

2 He gave his famous *I have a dream* speech in Washington D.C. after the march there. (had)
After he ... Washington D.C., he gave his famous *I have a dream* speech.

3 He got the Nobel Peace Prize in 1964 when he was 35. (award)
He ... the Nobel Peace Prize in 1964 when he was 35.

4 When MLK was 39, James Earl Ray shot him. (by)
When MLK was 39, he ... James Earl Ray.

5 Coretta Scott King believed the government also had something to do with her husband's death. (responsible)
Coretta Scott King believed the government ... her husband's death.

**3)** *(1) to organize • (2) had marched to • (3) was awarded • (4) was shot by • (5) was also responsible for*

## 4 VOCABULARY AND SPEAKING Adjectives

**a** **Choose the correct adjective.**

1 Rosa Parks and Harriet Tubman achieved amazing / amazed things and are inspiring / inspired role models for many young people today.
2 A lot of people in the north of the USA were disgusting / disgusted by segregation in the south.
3 African Americans were exciting / excited when the USA chose its first black president.
4 Americans were shocking / shocked at the shooting of unarmed young black men.
5 It was surprising / surprised and disappointing / disappointed that the government didn't help more after Hurricane Katrina.

**b** **Think about how you could finish these sentences and then tell a partner.**

1 The most exciting experience of my life was when ...
2 The most disappointing experience of my life was when ...
3 I was shocked when ...
4 I was inspired when ...

## 5 WRITING A smart robot

**Write a short story (120–130 words) about a smart robot which has run away from a factory. Think about ...**

- what the robot's job was and why it ran away
- what would have happened if it hadn't run away
- where it is going

Unit 5

# In Canada

Olivier's Canada blog

## Olivier's Canada blog

Hi, I'm Olivier[1]. Welcome to my blog!

Salut! Je m'appelle Olivier. Bienvenue sur mon blog!

Quebec[2] City / Ville de Québec

The beaver is Canada's national animal – like Canadians they work hard.

[1][ə'lɪvieɪ] [2][kwɪ'bek]

Canada is famous for its polar bears.

**In this unit you will**

- find out about Canada and Canadian values.
- ask questions to check information and get to know people.
- learn to use emphasis.
- describe diagrams, charts and other visuals to compare Canada and the USA.
- write a letter to a magazine.

At the end of the unit you'll make a brochure about Canada.

## 1 Canada: country and people

**a** **Make a mind map about Canada on a big piece of paper. Look at the photos and the map at the back of the book and think about what you already know about Canada: geography and places, languages, people, sports, wildlife, food, ...**

Fast finishers 13 → p. 113

**b** **Show your mind map to another pair and discuss your ideas.**

Do you have the same as us for geography?

We have a lot on wildlife as you can see here. What about you?

## 2 Olivier's blog

2a) *(A - •) B 4 • (C - •) D 5 • E 2 • F 1 • (G - •) H 3*

2.7 **a** **Listen to Olivier. He talks about five subjects. Copy the letters and write the correct numbers 1–5 next to them. There are three extra letters.**

| | |
|---|---|
| A Canadian food | D Canada as a 'mosaic' |
| B The wilderness and wildlife | E Sports |
| C The health care system | F Bilingualism |
| | G Oil and gas mining |
| | H His hometown |

Box: Voc., p. 205
+ bilingual
+ mine *(n)*

2.7 **b** **Listen again and take notes on new information. Work with your partner and add them to your mind map from 1a.** SF 1 → p. 156f.

## 3 Find out more

**a** **Choose one aspect of Canada that you find interesting. Use the internet to find out three more interesting facts and add them to your mind map.**

**b** **Put your mind maps on the walls or desks so everybody can read them.**

I can understand what it means to be Canadian. ✔

1 WB 1-2, p. 59



ACROSS CULTURES ► KV 45

**Canada's indigenous people (1.6 million = nearly 5% of the population)**

- **FIRST NATIONS** (native people who live south of the Arctic area)
- **°INUIT** (native people in the Arctic area)
- **°MÉTIS** (descendants of First Nations people and European settlers)

1a) *geography and places: Toronto, Montreal, Newfoundland, Rocky Mountains, ... • languages: English and French • people: indigenous people, ... • sports: (ice) hockey, skiing, ... • wildlife: beavers, polar bears, ... • food: burgers, French fries, ...*

The Canadian maple leaf flag

# The polar bear capital of the world

**1** **The town of Churchill**[1]
**Look at the title and the photos. Describe the town and why it is special. Explain what you think happens to the bears.**

**2** **The order of the text**
**The paragraphs in the article are in the wrong order. Put them in the right order:**
1 F, 2 B, 3 D, 4 A, 5 C, 6 E
Fast finishers 14 → p. 113

Look at the beginning and ending of each paragraph.

1) *The town of Churchill is near Hudson Bay, a large (inland) sea (which is connected with the Atlantic Ocean in the east and the Arctic Ocean in the north). It's a small town in the wilderness in the north of Canada, close to the Arctic. There's a lot of snow, so it must be very cold there. There seems to be lots of polar bears in the area because there are warning signs that say it's dangerous to walk there.*
*I think the bears are caught in big metal cages and then taken to another place by plane or helicopter (in a net).*

## Polar bears in town

2.8

**A** This is why Churchill has a special polar bear alert team which tries to keep the bears out of town and keep people safe. If somebody sees a bear, the team tries to frighten it back into the wilderness with gun shots in the air, car horns and flashing lights. The people in Churchill don't live in fear, but they know that they face danger every day in the migration months and must be careful.

+ (to) alert
Box: Voc., p. 205
+ (to) migrate
+ (to) fear

**B** Erin[2] and Bill were lucky. Male polar bears are about three metres long and weigh over 500 kilograms. However, although they are huge animals, they are also surprisingly fast and have a very strong sense of smell. They have no natural enemies and don't fear people, so they are a real threat to people. Around the Hudson Bay[3] there are about a thousand polar bears.

+ weight (n)

[1]['tʃɜ:tʃɪl] [2]['erɪn] [3]['hʌdsən 'beɪ]

+ (to) trap

**C** In addition to the alert team, there are bear traps with seal meat to catch polar bears before they come into town. The bears are first taken to 'polar bear prison', a big building near the airport. They are kept there for thirty days and aren't given food, so that they don't come back to the town. Then the bears are given drugs to make them sleep and a helicopter flies the bears back out to the wilderness in a net.

**D** There are actually more polar bears than people in the area because only about 900 people live in Churchill, with the next town 400 kilometres away. The bears survive by hunting seals on the ice of the Hudson Bay. Every summer when the ice melts, polar bears migrate onto land and don't eat. This happens earlier every year because of global warming. When the bay freezes in October and November, the bears walk back out to the ice. As Churchill is in the bears' path, the polar bears often walk through the town.

► KV 47

**4a)** *When bears come near the town, the polar bear alert team tries to frighten them back into the wilderness. They use car horns and flashing lights and gunshots. The team also puts seal meat in bear traps to catch bears. The bears are taken to polar bear prison and kept for 30 days without food. Then they are given drugs to make them sleep and put in a net and taken by helicopter away from the town / back to the wilderness.*

**3)** *In summer the bears migrate from Hudson Bay onto land because the ice melts. In October and November, the ice in the bay freezes again, so the bears migrate from the land back to Hudson Bay to hunt for seals. They often pass through Churchill on their way.*

**E** Although the polar bears cause a lot of trouble for the people of Churchill, they also bring money to the area: thousands of tourists visit in the autumn. Tours to get close-ups of the polar bears are very popular. The trucks are specially designed to keep the visitors safe from the interested – and very hungry – bears.

+ The four seasons: spring • summer • autumn • winter

[1][bɪl 'eɪjɒt] [2][manɪ'təʊbə]

**F** In 2015 Bill Ayotte[1] from Churchill, Manitoba[2], on the Hudson Bay in Canada, was awarded a medal. In 2013 69-year-old Bill saved Erin Greene's life. Erin was walking back from a party through the streets of Churchill early in the morning when a polar bear suddenly ran at her and her two terrified friends. It grabbed Erin's head and tore off part of her scalp. If Bill hadn't woken up, run out of his house and hit the bear with a shovel, Erin would have died. Erin escaped from the bear into Bill's house, but the bear then attacked Bill and tore his ear off. Fortunately, when other neighbours heard the noise, they came to help. Another local man drove his car at the bear with flashing lights and it ran off. Both Bill and Erin were taken to hospital by helicopter and survived the attack.

### 3 The polar bears' migration

**Use the information in paragraph D to follow the polar bears' migration on the map at the back of the book. Explain why they migrate.**

### 4 Dangerous bears

**a** **Explain what happens to the bears who come near the town. Were your ideas in 1 correct?**

**b** **Describe what happened to Bill and Erin and why the polar bear ran away.**

**4b)** *Erin was attacked by a polar bear in Churchill early in the morning. Bill tried to help her and also got attacked by the bear. Luckily a neighbour came to help. He frightened the bear away with his car and both Erin and Bill survived.*

### 5 VIEWING Visiting Churchill

**a** **Watch the video. True or false?**

1 You can only get to Churchill by air.
2 The Arctic sea ice is slowly disappearing.
3 The cops kill bears if necessary.
4 Bears usually only come into town at night.
5 Erin Greene tried to fight the bear.
6 Erin was in terrible pain.
7 Erin's attitude to the bears has changed.

**b** **Correct the false sentences in a.**

**5a)** *1 f • 2 t • 3 t • 4 t • 5 t • 6 f • 7 f*

**c** **What new impressions about the town and the polar bears did you get from the video?**

**5b)** *1 You can also get to Churchill by train. • 6 She felt what the polar bear was doing but she didn't feel the pain. • 7 She always loved bears and still does. She says the bear was just trying to survive.*

### 6 WORDS Danger

**a** **Complete the phrases from the article.**

1 The team tries to keep people *safe*. (A)
2 People in Churchill don't live in *fear*. (A)
3 They *face* danger every day. (A)
4 Polar bears are a real *threat* to people. (B)
5 The bear ran at her and her two *terrified* friends. (F)
6 Erin *escaped* from the bear. (F)
7 The bear *attacked* Bill. (F)
8 Bill and Erin *survived* the attack. (F)

**b** **Tell the class about a situation where you or somebody you know faced danger.**

More ideas → p. 108

TF 6 → p. 134

I can understand the structure and meaning of an article. ✔

2

WB 1-4, pp. 60-61

# At adventure camp

## 1 Making a campfire

2.9 **a** Olivier is camping with his class. Listen to the conversation. Explain why they need to make a fire.

**1a)** *They need to make a fire because they want to cook dinner (fish) on it.*

**b** Now read the conversation. What is the teacher surprised about?

**Teacher:** Oh. Haven't you made the fire yet?
**Luka:** Erm, no not yet. Actually ...
**Teacher:** Oh, don't you know how to make a fire?
**Olivier:** No, he doesn't.
**Teacher:** I see. Didn't you go camping in Italy, Luka?
**Luka:** No, never.
**Teacher:** OK. Well, why doesn't Olivier show you then?
... Good, the fire's burning. Well done.
**Luka:** Shouldn't we make dinner now?
**Teacher:** Yes. I'll get the fish that we caught and ask the others to help. ... Hey guys, don't you want to help do the cooking?

**1b)** *The teacher is surprised that they haven't made a fire yet and that Luka doesn't know how to make a fire.*

### ACROSS CULTURES

In a survey, 39% of Canadians said the country's nature is the best thing about Canada.
Canadians love being outdoors. Camping, hiking, fishing, canoeing and skiing are all popular activities.
In your opinion, what's the best thing about Germany?

+ (to) fish
+ (to) canoe

### LOOK AT LANGUAGE: negative questions

**Negative questions have the same word order as other questions, but have a negative auxiliary verb (*haven't, aren't,* etc.). We use them when we want to:**

+ confirmation (n)

**a** confirm information and express surprise
**b** make an offer or make a suggestion Box: Voc., p. 207

**In the conversation in 1b, find three negative questions for each type (a and b).**

**a)** • *Haven't you made the fire yet?*
• *Don't you know how to make a fire?*
• *Didn't you go camping in Italy?*

**b)** • *Why doesn't Olivier show you?*
• *Shouldn't we make dinner now?*
• *Don't you want to help do the cooking?*

LF 13 → p. 151

## 2 SOUNDS & STRESS Up and down

2.10 **a** Listen to the questions from 1b. If the voice goes up ↑, hold your °thumb up. If the voice goes down ↓, hold your thumb down.
Only one question goes down. How is it different to the other questions?

2.10 **b** Listen again and repeat.

**c** Read the conversation in 1b. Pay attention to how you say the questions.

**2a)** *Only question 4 goes down: Well, why doesn't Olivier show you then?*
*The voice goes down because this question starts with a question word.*

## 3 Dinner outdoors

**What did the students say at dinner? Partner B: Look at p. 100.**

**a** **Partner A: °Read out each sentence. Your partner answers with the correct question.**

1 This steak tastes great.
2 I'd like some more potato salad.
3 I hate doing the dishes.
4 I've never caught my own food.
5 I'm terrified about canoeing tomorrow.
6 I'm really tired after the hike today.

**3a)** *1 c • 2 f • 3 e • 4 d • 5 a • 6 b*

**b** **Now listen to your partner's sentences. Answer with the right question.**

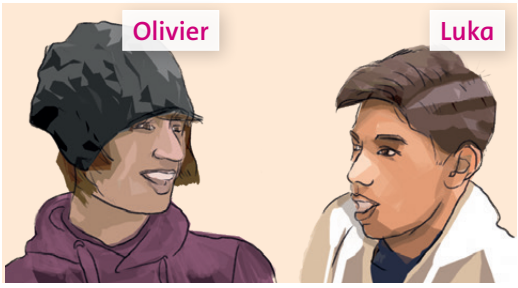
a Didn't you leave it in your tent?
b Didn't you read the safety rules?
c Why don't we burn one of those candles?
d Haven't you got a sweater?
e Shouldn't we include the teacher too?
f Doesn't it taste better when you eat outside?

**3b)** *1 d • 2 b • 3 c • 4 f • 5 a • 6 e*

## 4 Checking information

**Complete the dialogues. Look at the answers and use negative questions in the correct tense.**

1 **Olivier:** want / any fruit?
**Luka:** No, you can have mine.
2 **Luka:** call / your parents / yet?
**Olivier:** No, I've sent them a text.
3 **Olivier:** go climbing / tomorrow?
**Luka:** No, I'm going canoeing instead.
4 **Luka:** bring / your sleeping bag?
**Olivier:** No, I didn't! Oh no!




**4)** *1 Don't you want any fruit? • 2 Haven't you called your parents yet? • 3 Aren't you going climbing tomorrow? / Aren't you going to go climbing tomorrow? • 4 Didn't you bring your sleeping bag?*

## 5 *Make* or *do*?

**a** **Complete these five sentences with the correct form of *make* or *do* (pp. 82–83).**

1 Haven't you *made* the fire yet?
2 Shouldn't we *make* dinner now?
3 Don't you want to help *do* the cooking?
4 We want to *make* an offer or *make* a suggestion.
5 I hate *doing* the dishes.

We usually use *make* when we create something and *do* for other activities.

**b** **Complete what the students say at camp with *make* or *do*. Then check in the wordbank.**

1 We have to *do* a survey about wildlife.
2 I'm going to *make* a list of animals I've seen.
3 It's cool that we don't have to *make* our beds!
4 But we still have to *do* chores like at home.
5 Everybody has to *do* outdoor sports – you can't *make* an excuse. + (to) excuse
6 I've *made* lots of new friends here.

Wordbank 7 → p. 120 Fast finishers 15 → p. 113

## 6 GAME Questions

**a** **Partner B: Look at p. 100.**
**Partner A: Look at these questions and write three more. They can be silly.**

1 Can't you dance?
2 Haven't you ever eaten snake soup?
3 Don't you like doing homework?
4 … 5 … 6 …

**b** **Ask Partner B your six questions.**

**c** **Answer Partner B's questions.**

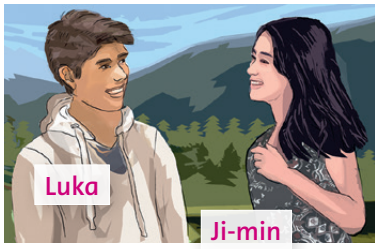
Actually I can / have /…
No, because … /
No, but I …

I can confirm information, express surprise and make a suggestion. ✔

► KV 48

1) *your hometown, family, school, sports, hobbies, friends, music, favourite places, favourite TV series, holidays, weather, ...*

# Asking follow-up questions




## 1 Getting to know somebody

**When you talk to somebody you don't know very well, what subjects do you talk about? Write down five possible subjects.**

SF 20 → p. 176

## 2 Luka and Ji-min[1]

[1] ['dʒi 'mɪn]

2.11

**a** **Luka is talking to Ji-min at the camp. Listen and complete the information.**

1 At the beginning they talk about *where they're from.*
2 Ji-min loves *camping.*
3 Luka doesn't really like *camping / being outdoors.*
4 Luka likes *being at home with his family.*

**b** **Complete the questions that Ji-min used to get more information from Luka. Then listen again and check.**

1 *What* do you like to do at home?
2 *What sort of* magic tricks do you do?
3 *How* do you do those tricks?
4 *Who* do you cook with?
5 *Why* do you enjoy it?

## 3 Checking

**Read parts of the conversation and answer the questions.**

1 What phrases does Ji-min use to show interest?
2 What question does Ji-min use to check what Luka means?
3 What verb does Ji-min use to go back to a topic? How else could she say that?

**Luka:** I like cooking. And I like practising magic tricks.
**Ji-min:** Really? Wow! Can you explain a bit more?

... Box: Voc., p. 207

**Ji-min:** You mentioned cooking. Who do you cook with?
**Luka:** My mom, we cook traditional Italian food.
**Ji-min:** Mm, that sounds tasty.
**Luka:** It is! I think cooking is really relaxing.
**Ji-min:** Cool. I enjoy eating more than cooking!

3) *1 Really? • Wow! • Cool. 2 Can you explain a bit more?*
*3 mention (You mentioned ...) = say / talk about (you said / talked about ...)*

### PHRASE BOX

**Go back to a topic**
You mentioned cooking.

**Show interest**
OK. / Right. / Wow!
Really?
That sounds interesting.
That's awesome / amazing.
Cool.

**Check meaning and understanding**
What exactly do you mean by that?
Can you repeat that?
Can you explain a bit more?

## 4 NOW YOU Get to know other students

**a** **You're going to talk to your classmates. First prepare five questions to start a conversation. Use your subjects from 1.**

**b** **DOUBLE CIRCLE** **Students in the outside circle:**

- Start a conversation with the student opposite you.
- Listen to the answer, show interest and ask a follow-up question.
- °Keep talking until your teacher tells you to move on.
- Use the phrases from the phrase box and the tips.

- First ask a general question.
- Then ask follow-up questions to find out more details.
- Listen carefully and show interest.
- Ask if something isn't clear.

SF 20 → p. 176

4a) *• How do you get to school? (...) Would you like your parents to take you to school (by car)? • How do you spend your free time at the weekend? • Tell me about your favourite hobby. Is it dangerous/exciting? • Would you like to live by/near the sea, where it's always sunny and warm? (...) Where else would you like to live?*



I can get to know people in English. ✔

# How Tommy Lemenchick[1] became a grade 7 legend

[1]['leməntʃɪk]

## 1 Tommy Lemenchick

a What's a legend? How can you become a school legend?

b Look at the film title and the photos. How do you think Tommy became a legend? Brainstorm ideas.

**1a)** *A legend is someone famous who has done something great. You can become a school legend if you are really good at something, for example at a sport or if you do something special, for example help another student in a dangerous situation.*

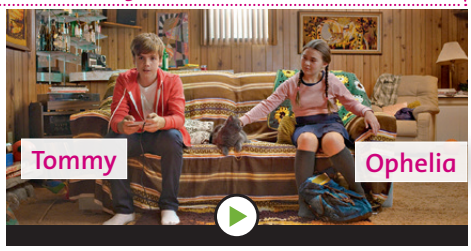
## 2 VIEWING The story

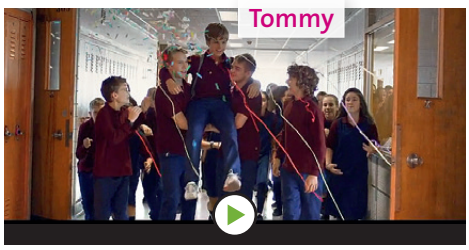
a Watch the video. Compare your ideas from 1 with the events in the film. SF 2 → p. 157f.

**2a)** *Tommy became a legend by winning in a popular video game twice.*

b Put the events in the right order to tell the story.

a At school people look at Ophelia strangely.
b She asks him over to play a popular video game.
c Tommy is treated like a hero. + treatment (n)
d After many afternoons, Tommy beats the game.
e They kiss and then he beats the game again. + kiss (n)
f Ophelia says it's true: Tommy beat *Mervin the marmot* twice.
g Ophelia is 12 and has never kissed a boy.
h A bully pushes Tommy against a locker.
i She chooses Tommy Lemenchick to be 'the one'.




**2b)** *g – i – b – d – e – a – h – f – c*

## 3 Ophelia's and Tommy's feelings

a How do you think they felt in these situations? Choose a feeling from the box. You can use words more than once.

amazed • angry • confident • excited • happy • puzzled • terrified • worried

1 Tommy in class when Ophelia looked at him
2 Tommy when he saw Ophelia's video
3 Tommy when Ophelia wanted to kiss him
4 Ophelia when she kissed Tommy
5 Ophelia when Tommy wasn't in class
6 Ophelia when she left school

b Compare your answers and explain your choice.

**3a)** *1 amazed/puzzled/worried • 2 amazed/excited/happy • 3 amazed/puzzled/terrified/worried • 4 confident/excited/happy • 5 angry/puzzled/worried • 6 confident/happy*

c Discuss what Ophelia thought was happening when everybody looked at her. SF 8 → p. 164

**3c)** *Ophelia probably thought that Tommy had told everybody that they had kissed. Maybe she was nervous / terrified that the other students might bully her or at least laugh at her. I think she was angry with Tommy because she wanted to keep it their secret.*

## 4 Aspects of making the video

Make four groups. Watch the video again. Each group answers one question.

1 What are the headings in the video? What do they refer to and how are they written? Why are there subtitles in French?
2 How does the music fit the film?
3 How does the camerawork follow the movements of the characters?
4 What happens during the credits at the end?

**4)** *1 The headings remind us of different levels of a computer game. They are written in capital letters and the writing looks like the letters/titles in old video games (= computer font). • 2 The music goes with the different parts/scenes of the film very well. • 3 The camerawork underlines the movements (and feelings) of the characters. • 4 First you see different places inside the school building ... Then you see a group of students in the hall ... At the end, you see all the students running back down the hall, away from the camera.*

I can follow the story and describe important aspects of a film. ✔

# Rodeo and relay

## 1 Calvin Joaquin[1]: °bronc rider

**Read the start of the article. Find out why Calvin loves rodeo and what the most important thing is when riding broncs.** *1) Calvin loves the danger when he's on a bronc. • The safety of the rider and the horse is the most important thing.*

Many Native Canadians have a long history with horses. Fourteen-year-old Calvin Joaquin from Cowessess[2] First Nation, Saskatchewan[3], loves rodeo. 'I really enjoy myself when I'm on a bronc,' he says, 'I love the danger.' Calvin's father is a famous bronc rider himself and Calvin says his father has taught him everything he knows. Calvin himself has already won many competitions. Safety, of course, is the most important issue. Rodeo is a dangerous sport and all riders injure themselves. Calvin wears a traditional shirt that his grandmother made herself, but he also wears a helmet and a safety jacket. The safety and health of the horse itself is no less important and there are many rules to protect the horses.

+ injury *(n)*

[1]['kalvɪn wʌ'kiːn] [2]['kaʊəsɪz] [3][sa'skatʃəwən]

### LOOK AT LANGUAGE: emphatic pronouns

*a) The emphatic pronoun can go ...:*
*– ... at the end of the sentence or*
*– ... directly after the noun (person or thing) which is emphasized.*

**a** **Emphatic pronouns have the same form as reflexive pronouns (*myself, herself, themselves*, etc.), but we use them to emphasize a person or thing.**
**Look at these examples. Where can the emphatic pronoun go in a sentence?**
Calvin's father is a bronc rider **himself**.
Calvin **himself** has already won many competitions.

**b** **Find two more examples of emphatic pronouns and two of reflexive pronouns in 1.**

If you take an **emphatic pronoun** out of the sentence, the sentence still has meaning. If you take a **reflexive pronoun** out of a sentence, the sentence has no meaning.

LF 14 → p. 152

*b) Examples of emphatic pronouns:*
*– ... a traditional shirt that his grandmother made herself.*
*– The safety and health of the horse itself is no less important.*

*Examples of reflexive pronouns:*
*– I really enjoy myself.*
*– All riders injure themselves.*

## 2 Calvin's sister Kate

**Complete the next part of the article with emphatic pronouns.**

Calvin has a sister who takes part in rodeo competitions (1) *herself* Kate Joaquin is thirteen and her sport is barrel racing. The event (2) *itself* is usually for girls and women. The fastest time wins, the skills (3) *themselves* are not important. Kate's dad trained her (4) *himself* and she is one of the fastest young racers. Candy the pony was trained by Kate (5) *herself*.

+ (to) race

► KV 50

3a) *In Indian relay racing, the same person rides the complete race but on three different horses. The other team members hold the horses. The rider isn't allowed to use a saddle or a helmet. In a normal relay race, there are usually four people who each ride (or run!) a part of the race.*

## 3 At the rodeo

**a** Read about Indian relay racing. What's different to a normal relay race?

**b** Find phrases in the text which mean *must*, *can/can't* (ability) and *can/can't* (permission).

+ ability *(n)*

### STAR SPORT: Indian relay racing

In Indian relay racing, each team has four members and three horses. One person has to ride all the horses, but the rider isn't allowed to use a saddle or wear a helmet. After the first race around the track, the rider has to get onto the second horse. Two people hold the other horses and one grabs the rider's horse. The crowds make the horse nervous, so the riders aren't able to get on its back easily. The rider who is able to finish first on the third horse wins. In the past all the teams had to ride in the same race, but now only a small number of riders are allowed to ride together. The sport is very popular, but also very dangerous for riders and horses. Nobody knows how long it will be allowed to continue or if riders will have to wear safety equipment in the future.

+ (to) saddle

### LOOK AT LANGUAGE: *able to, allowed to* and *have to*

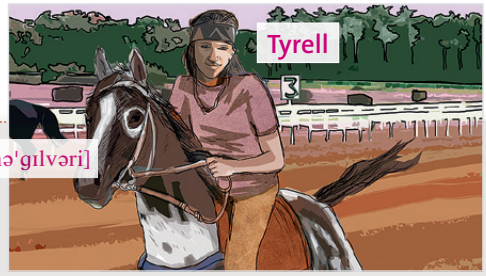
**When we talk about the past or the future, we use forms of *be able to*, *be allowed to* and *have to* instead of modal verbs. Look at 3 again and complete the table.**

| present | past | future |
|---|---|---|
| I *can* / I am able to | I could / I was able to | I will be able to |
| I *can* / I am allowed to | I was allowed to | I *will* be allowed to |
| I *must* / I have to | I *had* to | I will *have to* |

LF 15 → p. 152f.

## 4 A rider from a young age

**Complete the information with the past or future form of *have to*, *be allowed to* and *be able to*.**




### Star jockey: Tyrell McGilvery[1]

[1] [tə'rel mə'gılvəri]

Fourteen-year-old Tyrell from Goodfish Lake First Nation, Alberta, was already a great rider as a child: He (1 ride) *was able to ride* when he was four. When he was seven, he (2 race) *was allowed to race* horses with his parents' permission. Two years ago he joined a team because one of the riders was injured, and won several competitions. When the rider was healthy again, Tyrell (3 not/continue) *wasn't able to continue / wasn't allowed to continue* with the old team, so he (4 find) *had to find* a new one last year – but that didn't stop him from winning again. If he doesn't injure himself, he (5 take part) *will be able to take part* again next season. The competition riders (6 be) *will have to be* fast or Tyrell will win again.

## 5 NOW YOU

**Complete the sentences about you. Then compare with a partner.**

**When I was 10, ...**

I wasn't able to *I wasn't able to wash my clothes.*
I wasn't allowed to *I wasn't allowed to go out in the evening.*
I didn't have to *I didn't have to do so much homework.*

**When I'm 18, ...**

I'll be able to *I'll be able to live in my own house/flat.*
I'll be allowed to *I'll be allowed to drive a car.*
I'll have to *I'll have to earn my own money.*

More ideas → p. 108

I can talk about what I and others can do. ✔

► KV 51 A/B

# A letter

**1a)** *pro: rodeo is a sports event that is part of many people's culture …*
*con: possible cruelty to horses …*

★ Rodeo has been in the news because of possible cruelty to horses. In bronc riding it is important for the horses to look dangerous so the riders look like heroes.

+ cruel *(n)*

★ Animal rights organizations point out that tight straps are put around horses' stomachs, causing them pain and making them buck. This can lead to terrible leg and back injuries. Horses die every year when they crash into fences.

★ The organizers of rodeos say that rodeo is a sports event that is part of many people's culture and which many people enjoy watching: it is a Canadian and American tradition. They also say that there are strict rules to protect horses and other animals at rodeos.

★ What's your opinion: is rodeo traditional entertainment or cruelty to animals? Write us a letter with your opinion and reasons. We'll publish the best ones in our magazine and on the website.

## 1 Your opinion

a Read the website information. What's your opinion about rodeos? Make notes.

b Share your ideas. Do you have the same opinion or a different one?

## 2 Your letter to the magazine

Write your letter. Follow the structure of the letter below. SF 6 → p. 161

[your address]

[the date]

Dear Sir or Madam

I'm writing to …

In my view / opinion, …
I think that …
Firstly, … Secondly, … Thirdly, …, Finally, …

I understand that … However, …
Although …, I believe …

All in all, …
To sum up, …
So I would like to say once more that …

Thank you for reading my letter.
I look forward to hearing from you.

Yours faithfully Box: Voc., p. 208

[your full name and hometown]

Paragraph 1: Explain why you are writing.

Paragraph 2: Give your opinion and reasons.

Paragraph 3: Mention one or two good aspects of the opposite opinion, but also why you don't think they are important enough.

Close your letter: Sum up or repeat your opinion.

## 3 Check and correct

a Read your letter. Make sure you have followed the structure and used the correct opening and closing phrases. Check your spelling and grammar.

b Swap letters and give your partner feedback. First say what was good, then say what your partner can improve.

c Rewrite your letter using your partner's feedback.

## 4 Compare letters

Read out your letter to your group. Do you have similar or different opinions? Decide who has written the letter with the best arguments.



I can write a letter to a magazine with my opinion. ✔

# Describing visuals

**1** **Canada and the USA**

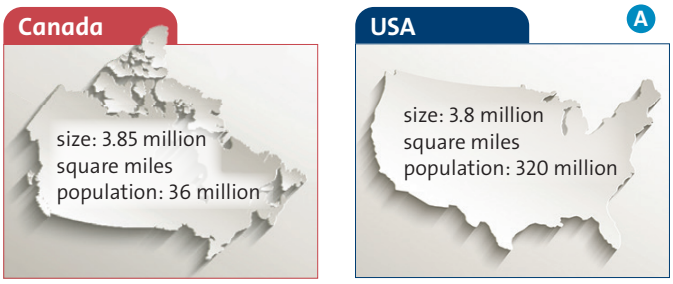
Look at the visuals A–G on this page. They show information about Canada and the USA.

Read the names for different types of visuals in the box and match them with A–G.

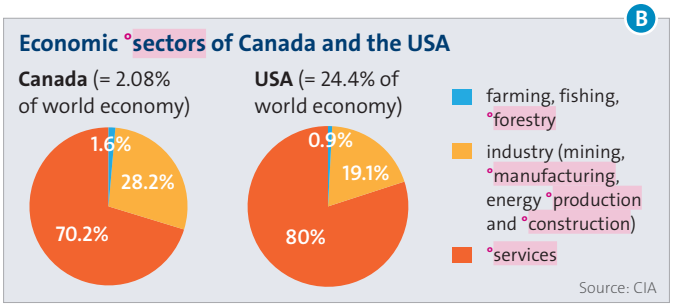
bar chart • infographic • line chart • map • pie chart • table • Venn diagram

**1)** *A map(s) • B pie chart(s) • C line chart • D bar chart • E infographic • F Venn diagram • G table*

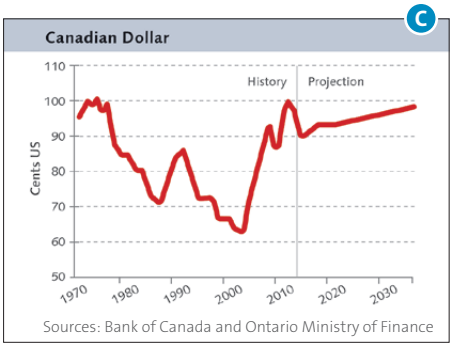
**A**



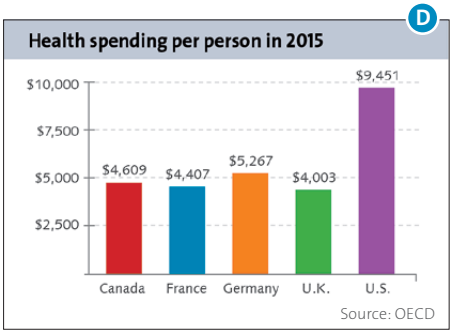

**B**



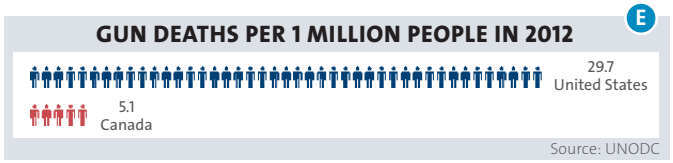

**C**



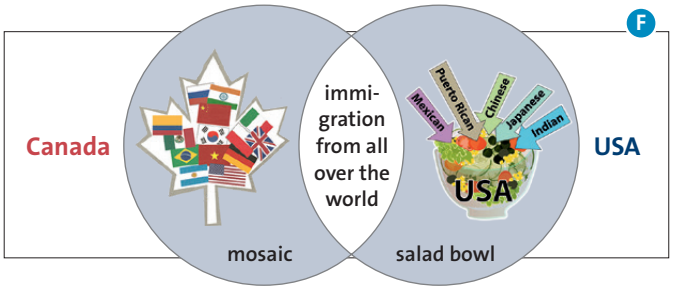

**D**




**E**




**F**




**G**

| most popular sports in the USA | most popular sports in Canada |
|---|---|
| • American football<br>• baseball<br>• basketball<br>• ice hockey<br>• soccer | • ice hockey<br>• basketball<br>• soccer<br>• rugby<br>• lacrosse |

**2** **Describe it**

**a** **Look at the headings and say in one sentence what each visual is about. Then look carefully at the details and add two or three more sentences. Take turns to explain a visual.**

In this chart / diagram / table you can see ...

This ... compares / shows the development of ... + (to) develop

In the 1980s, the Canadian dollar fell to ..., but then rose again.

... is much higher / nearly nine times as high as ...

... is much lower than ... / there are nearly six times fewer deaths than ...

Wordbank 8 → p. 121

**b** **Partner A and B: Look at p. 99.**

### Step by step: describing visuals

- Look at the heading or caption to find out what it's about.
- Look at the type of visual.
- Look carefully at the details.

SF 17 → p. 172

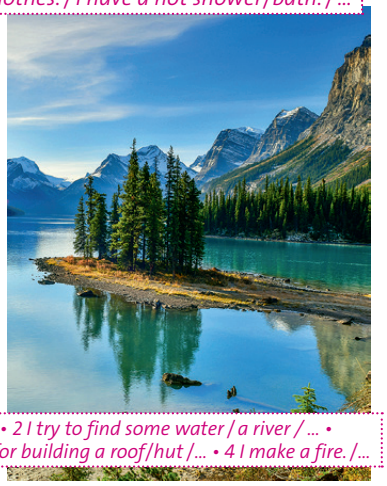
I can describe visuals (like charts, maps, tables and diagrams). ✔

WB 1, p. 67

**1a)** *1 I look what's in the fridge. / I make / cook some food. / I buy something to eat. / ... • 2 I get a drink from the fridge/cellar. / I buy something to drink. / ... • 3 I go to bed. • 4 I put on more clothes. / I have a hot shower/bath. / ...*

# I am still alive *(by Kate Alice Marshall[1])*

[1][keɪt 'alɪs 'mɑːʃəl]



## 1 Solving problems

**a** **Answer the questions. What do you do when ...**

1 you need something to eat?
2 you need something to drink?
3 you need to sleep?
4 you need to get warm?

**b** **Now imagine you're in the Canadian wilderness. You have only your clothes, a gun and a hatchet. Discuss the questions in a again.**

**1b)** *1 I try to find some fruit/vegetables that I can eat. / I go hunting. / ... • 2 I try to find some water / a river / ... • 3 I look for shelter / a safe place to sleep. / I use my hatchet to cut trees for building a roof/hut / ... • 4 I make a fire. / ...*

## 2 Far away from everything

2.12

**Read the story. Describe how Jess is able to find the other cabin and what she finds inside.**

**2)** *Jess is able to find the other cabin because Bo the dog shows her the way / she follows Bo. She finds lots of food and a bed and a fireplace in the cabin.*

*Fifteen-year-old Jess Cooper[2] comes to live with her father in the Canadian wilderness after a car accident which killed her mother and badly injured Jess' leg. But after only a few weeks together, her father is murdered and their cabin is burnt down. For a few weeks, Jess hides in the woods and tries to find shelter and food, but she's a city girl and only just survives. Then she finds a map showing another cabin on the other side of the lake. Jess can't walk very well, but she sets off with her father's °wolf-dog Bo[3] to find the cabin.*

[2][dʒes 'kuːpə] [3][bəʊ]

+ neither ... nor

I carry nearly nothing with me. Either there will be shelter on the other side of the lake or I will die. I just take the backpack with a single jar for water, the gun and the hatchet. Everything else I leave by the cabin.

Box: Voc., p. 209

I stare for a moment at the canoe, floating maybe twenty feet from the shore. There is ice on the lake. There's no way I'm going into that water again.

+ whistle *(n)*

I whistle for Bo, but I don't wait for him. A few minutes later he appears at the edge of the woods. He runs next to me with his head hanging low. He's probably eaten more than I have, but not much.

I keep my eyes on the ground, looking for anything that might trip me up.

I carry one of my walking sticks, a branch. I concentrate on the end where it hits the ground with every step. If I stare at my feet and count steps, I don't think about how far I have to go.

I reach a hundred and start again. Stones move under my feet. My socks slip, start to come apart; I can see red, raw flesh, but I don't dare stop. Another step and another. [...] We reach the eastern edge of the lake.

I have no idea where to turn off. If there isn't a path, I could walk all the way around the lake and never find the right place. But Bo barks and turns away from the shore, running into the woods with his tail wagging. Like he knows where we're going. Like it's a good place to go.

We have to make it before it gets dark.

Have to.

► KV 52

Fifty steps, sixty steps, seventy steps. The trees grow too thick to see the sun at all. [...]

I stop and turn in a circle, looking for any sign of the cabin. Have we gone too far? It wouldn't be hard to miss it in the woods.

But Bo won't let me, will he? Bo knows where he's going, and, when I can, I look up from my feet and make sure he's still in front of me.

When I see the cabin between the trees, I cry out in relief. It's very small, with another building behind it.

I stop at the steps, suddenly reluctant to go inside. I can't explain it, except the thought that I might not die today is so huge, that it feels like it will crush me.

+ exception (n)

But I keep counting. Three more steps, and then I can reach out my hand to the door.

I push it open and blink. The cabin has a fireplace and a bed and some cupboards – that's it. But it has four walls and a roof.

I go further inside and reach for the nearest cupboard. Inside is food. Shelves of food. Glass jars with fish and deer and rabbit and carrots and potatoes and corn. [...]

I sit there staring at the food, starving, and can't move. Finally, I reach for a jar of fish and a jar of carrots. I open them both. The smell washes over me.

I break off a very small piece of fish. I touch it to my tongue, but I don't close my mouth yet. I just let it sit there. Bo makes a soft noise and I look over to see him staring at me.

I give him a big piece of fish and swallow my own. Bo waits for more. I give him another piece and start eating slowly.

I make myself stop with my body still wanting more. I'll eat more later. Slowly. Slowly.

Then I close the door and I climb into bed. It's a few minutes before I understand what this means. I've been saved. Now, with this food – now I can survive.

## 3 The walk to the cabin

**True (T), false (F) or not in the text (NT)?**

1 Jess takes very little from the cabin.
2 Jess and Bo are starving.
3 Jess is wearing good shoes.
4 Jess has a key to the cabin.
5 When Jess sees the cabin, she runs inside.
6 The food tastes so bad that Jess can't eat it.

**3)** *1 T • 2 T • 3 F • 4 NT • 5 F • 6 F*

## 4 WORDS Synonyms

**Find words in the text that mean:**

1 look at (line 12) *stare (... at)*
2 come to (l. 28) *reach*
3 happiness (l. 53) *relief*
4 not want to (l. 59) *reluctant*
5 destroy (l. 64) *crush*
6 eat (l. 90) *swallow*

SF 13 → p. 167

## 5 Living in the wilderness

**a** **Some people choose to live in the wilderness. Describe and discuss the advantages and disadvantages of this way of life.**

**5a)** *advantages:*
*• quiet/peaceful (way of life)*
*• less stress • clean air*
*• wildlife • nature*
*• time to read/think/...*

*disadvantages:*
*• no people/friends*
*• no electricity*
*• no water • no toilet*
*• no internet / no ...*

**b** **What would you miss most?**

More ideas → p. 108

**5b)** *We could not live without our friends / other people around us because we don't want to feel lonely. We want to be able to talk to people every day.*

TF 7 → p. 135

I can understand and discuss a story. ✔

8

WB 1-2, p. 68

# 5 YOUR CHECK

You can find the answers for these tasks on page 253.

## 1 Check your vocabulary

**a** **Canada quiz: What or who is it?**

1 It's the leaf on the Canadian flag. *maple leaf*
2 It's an area where there are nearly no people. *wilderness*
3 They're the native people who live in the Arctic. *Inuit*
4 It's the national animal. *beaver*
5 It's a dangerous white animal. *polar bear*
6 This person is the head of state in Canada. *British queen/king*

**b** **Complete the word families.**

| verb | noun (person) | noun (thing) | adjective |
|---|---|---|---|
| 1 attack | *attacker* | *attack* | |
| 2 migrate | | *migration* | |
| 3 relax | | | *relaxing* |
| 4 ride | *rider* | | |
| 5 survive | *survivor* | *survival* | |
| 6 | *terrorist* | terror | *terrified* |
| 7 *visit* | *visitor* | visit | |

+ attacker *(n)*

**c** ***Make* or *do*?**

I'm going to (1) *do* my homework. But first I'll (2) *make* some tea and a snack. And then I'll (3) *do* the dishes. And I need to (4) *do* my hair. OK, I shouldn't (5) *make* excuses. I should (6) *do* my project. But first I just need to (7) *make* a phone call.

## 2 Check your language

**a** **Write negative questions for the answers.**

1 you / leave / Canada today? – Yes, I am.
2 you / have / a good time? – Yes, I did. But I need to go home.
3 your family / live / in Germany? – Yes, we live in Augsburg.
4 it / be / a long flight back home? – Yes, it takes about eight hours.
5 you / sleep on the plane? – Yes, I am!

**b** **Complete the speech bubbles.**

1 Yesterday I had to *write a test.*
2 Every day I have to *set the table.*
3 Next week I'll be able to *relax in the sun.*
4 At the weekend I'll be allowed to *go to a concert.*

## 3 Check your speaking

**Partner A: You're a reporter.**
**Partner B: You're Tommy Lemenchick (see p. 85).**
**Partner A: Interview Tommy. Make sure you ask follow-up questions.**
**Partner B: Answer the reporter's questions.**
**Start like this:**

**Reporter:** So, you're a legend! How did you beat *Mervin the marmot*?
**Tommy:** Well, it started when Ophelia ...

## 4 Check your writing

**You're in the wilderness on a camping holiday with your mother. Write a diary entry.**

*Day 5 in the wilderness.*
*Today was a good / bad day.*
*I saw / made / found / ate ...*
*I was / wasn't able to ...*
*I had to ...*

**2a)** *1 Aren't you leaving for Canada today? • 2 Didn't you have a good time? • 3 Doesn't your family live in Germany? • 4 Isn't it a long flight home? • 5 Aren't you going to sleep on the plane?*

5

# Make a brochure about Canada

## GET READY

Work in a small group.

You're going to make a four-page brochure to tell people about Canada.

Look back at the unit and decide what aspects of Canada you'd like to present. You can °expand on these aspects.

You can also research and present new aspects, for example:

- different parts of Canada
- famous places in nature (e.g. Niagara Falls[1])
- whales
- logging
- ice hotels
- Canadian music / famous Canadian musicians

[1] [naɪagrə ˈfɔːlz]

SF 18 → p. 173

Shouldn't we choose ...?
Why don't we make a brochure with ...?
I myself think it would be good to ...
Let's make a decision.
I think we'll be able to make a good brochure if we ...

## GO AHEAD

You're going to make your brochure on a computer and print it out.

- Agree on the jobs and roles for each person in the group:
  Each student should write something. Group members can also think of a slogan, do the layout for the brochure, find good photos (remember to give sources) or make graphs and diagrams (see p. 89 for examples).
- Ask another student in your group to check your writing.
- Put your brochure together and edit it so it looks good. Then print it out.

## FINISH

Swap brochures. Read the other brochures and write feedback using the checklist.

Use your notes to give the other groups feedback and make suggestions.

| CHECKLIST | | |
|---|---|---|
| **content** | **yes/no** | **comments** |
| Is the brochure easy to understand and well written? | ... | ... |
| Is the information interesting? | ... | ... |
| Does the brochure give you a good picture of Canada? | ... | ... |
| **design** | | |
| Does the brochure contain exciting/beautiful photos? | ... | ... |
| Does the brochure contain useful visuals? | ... | ... |
| Is the layout of the brochure clear? | ... | ... |

## Unit 1

1.2 **3** ***Empire State of Mind (Part II) Broken Down*** Unit 1 | p. 13 Ex. 3a

### *Empire State of Mind (Part II) Broken Down* by Alicia Keys

Oh, New York
Oh, New York

Grew up in a town
That is famous as a place
Of movie scenes

Noise is always loud
There are °sirens all around
And the streets are °mean

If I can make it here
I can make it anywhere
That's what they say

Seeing my face in lights
Or my name on °marquees
Found down on Broadway

Even if it ain't all it seems
I got a °pocketful of dreams
Baby, I'm from

*Chorus:*
*New York*
*°Concrete °jungle where dreams are made of*
*There's nothing you can't do*
*Now you're in New York*
*These streets will make you feel °brand new*
*Big lights will °inspire you*
*°Hear it for New York*
*New York, New York*

On the avenue
There ain't never a °curfew
Ladies work so hard

Such a melting pot
On the corner selling rock
Preachers pray to god

°Hail a °gypsy cab
Takes me down from Harlem
To the Brooklyn bridge

Someone sleeps °tonight
With a °hunger for more than
An empty fridge

I'm gonna make it by any means
I got a pocketful of dreams
Baby, I'm from

*Chorus*

One hand in the air for the big city
Street lights, big dreams, all looking pretty
No place in the world that can °compare
Put your °lighters in the air
Everybody say, "Yeah, yeah, yeah, yeah" in

*Chorus*

► KV 13B

## Unit 1

### 3 Arriving in NYC Unit 1 | p. 17 Ex. 3a

**a** Partner A: You're a taxi driver.

- Ask the customer to repeat the hotel name and the address.
- fare: about 60 dollars
- time: about 50 minutes to an hour (there's a lot of traffic).

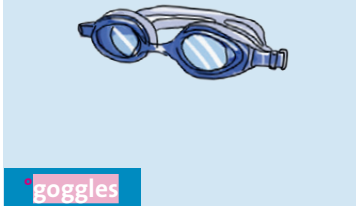
### 3 In a department store Unit 1 | p. 20 Ex. 3

**a** Partner A: You're the shop assistant. Your partner wants to buy two of the things in the pictures. Help him or her. Start like this:

*Hello, can I help you?*

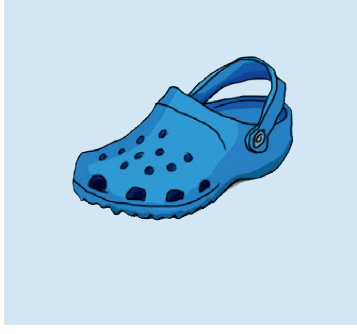
a °swimsuit / swimming trunks

a wetsuit



°goggles

**b** Now you're the customer. You want to buy two of the things in the pictures, but you don't know the names for them. Choose two things and explain them.



► KV 13B

## 3 Arriving in NYC Unit 1 | p. 17 Ex. 3b

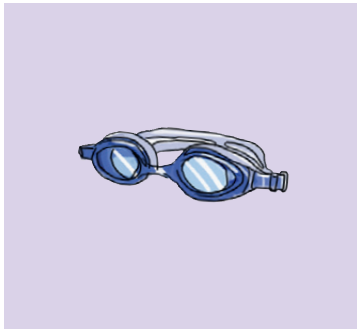
**b** Partner B: You're a receptionist. You start the conversation.

+ reception *(n)*

- Say hello.
- Ask the guest to spell his or her name and his parents' names.
- Ask for their passports and check how many nights they are staying.
- Give information:
  - breakfast: 7 am to 10 am
  - ice machines: next to the elevator on every floor
  - vending machines: first and second floors
- checkout time: 12 o'clock

## 3 In a department store Unit 1 | p. 20 Ex. 3

**a** Partner B: You're the customer. You want to buy two of the things in the pictures, but you don't know the names for them. Choose two things and explain them.



**b** Now you're the shop assistant. Your partner wants to buy two of the things in the pictures. Help him or her. Start like this:

*Hello, can I help you?*

a ˈshoehorn

a pair of ˈsandals

a pair of beach shoes

## Unit 3

**1** **Trash art** Unit 3 | p. 52 Ex. 1

**Partner A and Partner B**
**Look at your picture and think how you can describe it.**

**a** **Partner A: Show your picture to Partner B and describe it. Partner B: Listen.**

SF 9 → p. 164

- Say what the whole picture shows.

This picture shows ...

- Describe the details. Include colours and what people are doing.

On the right / left of the picture ...
At the top / bottom ...
In the background ...
I can see ... There is / are ...

- Say what you think of the picture.

I think ...
In my opinion, ...
It's funny / strange / ...

**b** **Partner B: Show your picture to Partner A and describe it. Use the phrases in the speech bubbles above. Partner A: Listen.**

**c** **Now talk about art together. Discuss what type of art you like or don't like. Say if you think art is important and give reasons.**

I like modern art / pictures with animals / ...
I prefer sculptures / video installations / ...
I don't care about art.

I think / don't think art is important because ...

**1a)** *This picture shows a lot of old things in a room. There are dolls and toys, but also large figures that you can usually find in shop windows. In the middle of the picture, there is a table with a lot of things on it, like at a flea market. There are brown and red cups, a tin of soup and a white jar. There is also a pink sign with the numbers like a clock. I don't know what that is for. I can see a female figure with a big hat on the left. She is holding a doll without a head. On the right I can see a man. He is sitting on a chair. He is wearing a cap and there are dolls on his chair too. In the foreground there is another chair with dolls and some goggles. I think this is a strange picture. It looks like a family scene. / ...*

**1b)** *My picture shows an old boat in a garden or a park. The boat is standing on the grass, there is no water. The boat is painted in lots of different colours. On top of the boat there are many many things on top of each other. They look like old toys: huge teddy bears and horses or unicorns and things like that. On the left, I can see some steps to go on the boat. In the background, there are trees and you can see some houses and shops behind them.*
*In my opinion, this trash art is funny. Maybe children can bring the toys they don't want and take away what they like. / Or all these things are rescued somehow. / ...*

## Unit 4

### 3 SPEAKING An appointment at the doctor's

Unit 4 | p. 71 Ex. 3

**Partner A:**

**You're the doctor's receptionist.**

**You start.**

- Answer the phone and offer help.
- Ask what the problem is.
- Ask about health insurance.
- Make an appointment for the caller: you have no free appointments today, but you have one at 9 am tomorrow.
- Ask the caller for the mother's name.
- Remind the caller to bring their insurance documents and passports.

**PHRASE BOX**

°Doctor X's office. How can I help you?
Do you have ...?
The doctor can see you ... at ...
Please remember to ...

### 3 Check your speaking

Unit 4 | p. 74 Ex. 3

**Partner A:**

**You're the receptionist. These are your free appointments. Make an appointment for the caller.**
**Ask for the person's name and how to spell it. Ask for his or her date of birth.**

| Today | Tomorrow |
|---|---|
| 13.15 | 10.45 |
| 14.00 | 11.15 |
| | 15.30 |

**3)** *Partner A: Hello, how can I help?*
*Partner B: Hello, I'm not feeling very well. I would like to see the doctor.*
*Partner A: Okay, no problem. Are you free tomorrow morning?*
*Partner B: No, sorry. I have school tomorrow. What about this afternoon?*
*Partner A: I'm sorry, we don't have any appointments left this afternoon. What about tomorrow at 3pm?*
*Partner B: Yes, that's perfect. Thank you very much!*
*Partner A: You're welcome. Bye.*
*Partner B: Bye. have a nice day.*

## 3 SPEAKING An appointment at the doctor's Unit 4 | p. 71 Ex. 3

**Partner B:**
**You're in the USA and want to make an appointment for your mum.**
**Your partner starts.**
Ask for an appointment. Explain that your mother has a bad stomach.

- Say you have health insurance.
- Make the appointment: you're leaving tomorrow afternoon.
- Say and spell your mother's name.
- Say thank you.

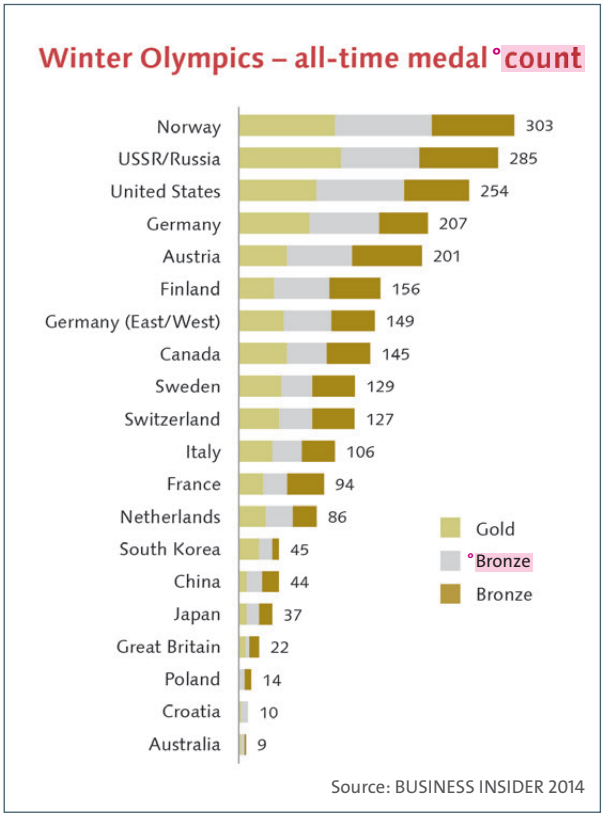
**PHRASE BOX**

Hello, this is ...
I'd like to make an appointment.
Can I get an appointment tomorrow / ...
It's spelled ...

# Unit 5

## 2 Describe it Unit 5 | p. 89 Ex. 2b

**Step 1:** Partner A: You start. Describe the chart to Partner B.
Partner B: Look at the chart, listen to Partner A and check:
– Did he/she describe the chart well?
– How could he/she have described it better?
**Step 2:** Listen to your partner's feedback and improve your description if necessary.
**Step 3:** Discuss your reactions to the chart.
Wordbank 8 → p. 121
**Step 4:** Partner A and B: Swap roles.
Go to page 100, ex. 2.




**2)** *Step 1: Partner A:*
*This bar chart shows the all-time medal count for the Winter Olympics (up to 2014). You can see how many medals – gold, silver and bronze counted together – different countries won in the Winter Olympics. The most successful country is Norway with 303 medals, followed by the USSR/Russia with 285 medals (but the most gold medals of all the listed countries), and the United States with 254 medals. Germany is fourth with 207 medals. Canada is in place seven with 145 medals. Australia is last with only 9 medals – maybe because winter sports aren't that popular in Australia.*

## 3 Dinner outdoors Unit 5 | p. 83 Ex. 3

**What did the students say at dinner?**

**Partner B:**

**a** **Listen to your partner's sentences. Answer with the right question.**

a Why? Can't you swim?
b Shouldn't we get the tent ready?
c But didn't you become a vegetarian last month?
d Haven't you ever been fishing before?
e Why don't we do it together?
f Haven't you already had seconds?

**3a)** *1 c • 2 f • 3 e • 4 d • 5 a • 6 b*

**b** **Read out each sentence. Your partner answers with the correct question.**

1 I'm cold!
2 What if a bear comes to our camp?
3 Ow! There are a lot of mosquitos here.
4 That was a great meal.
5 I can't find my phone.
6 Let's take a group selfie.

**3b)** *1 d • 2 b • 3 c • 4 f • 5 a • 6 e*

## 6 GAME Questions Unit 5 | p. 83 Ex. 6b

**a** **Partner B: Look at these questions and write three more for your partner. They can be silly.**

1 Can't you sing?
2 Haven't you ever eaten whale meat?
3 Haven't you got a pet mouse?
4 ...?
5 ...?
6 ...?

Actually I can / have / ...
No, because ...
No, but I ...

**b** **Listen to Partner A and answer the questions.**

**c** **Now ask Partner A your six questions from a.**

## 2 Describe it Unit 5 | p. 89 Ex. 2b

**Step 1: Partner B: Now you start. Describe the chart to Partner A.**

**Partner A: Look at the chart, listen to Partner B and check:**

– **Did he/she describe the chart well?**
– **How could he/she have described it better?**

**Step 2: Listen to your partner's feedback and improve your description if necessary.**

**Step 3: Discuss your reactions to the chart.**

Wordbank 8 → p. 121

**2)** *Step 1: Partner B:*
*This bar chart compares the time that people in different countries spend eating and drinking every day. France is top of the list with two hours and 13 minutes, followed by Italy with two hours and seven minutes and Spain with two hours and six minutes. In Germany, people usually spend about one hour and 35 minutes eating and drinking per day. People in Canada and the USA spend the least time eating and drinking: Canadians only one hour and five minutes and US Americans only one hour and two minutes. Maybe this has something to do with the fact that 'fast food' is very popular in the USA (and Canada).*

## Unit 1

**3 b** **Diego's answers** Unit 1 | p. 14 Ex. 3b

**Compare your answers with a partner. How do you feel about Diego's situation?**

| | |
|---|---|
| I feel | sad/angry/upset/... about his family's situation.<br>happy/... that his family has a place to live.<br>angry at / sorry for / worried about ... his father/mother/sister.<br>bad/sorry/... that Diego feels embarrassed about living in the shelter. |

I understand / It's hard for me to understand how Diego feels because ...
If I were in his shoes, I'd feel the same / ...
I hope Diego / his family will ...

**4 b** **Questions about homelessness** Unit 1 | p. 15 Ex. 4b

**Ask and answer the questions. Then discuss with the class.**

I think it's very hard because ...
- it's dangerous on the streets.
- you have no bed/toilet/shower ...
- you can't cook / wash your clothes / ...
- people think you are dirty/crazy/...
- some people don't talk to you / help you / ...

Homeless shelters keep people off the streets, but ...
- they aren't a solution for a long time.
- there aren't enough places for everybody.
- they aren't a real home.
- they aren't good places for children to live.

It's the responsibility of the government. They should make sure that ...
- everybody has a place to live.
- there are enough cheap apartments for everybody.

It's the responsibility of the people's families/friends. They should ...
- help their children/parents/friends ...
- offer them a place to stay/...

We can ...
- give homeless people food/money/...
- talk to them / say hello / smile / ...
- help at homeless shelters.
- give clothes and shoes to homeless shelters.

## 2 On the tour Unit 1 | p. 19 Ex. 2d

**d** **What would you like to do in New York City?**

What would you like to do in New York City?

I'd like to visit / see / walk around / eat ... And I'd like to stay in a nice hotel / go shopping on Fifth Avenue / ride the subway / ...

Why do you want to do that?

Because I love tall buildings / trying new food / travelling around / ... What about you? What would you like to do in New York City?

## 2 The big day Unit 1 | p. 23 Ex. 2a

**a** **Read the story again. Describe how Carlos looks and feels on the day of his interview. Is he happy with his appearance? Is he nervous or confident? Which lines in the story tell you?**

Carlos has spent a lot of time on ...
He's wearing ... He thinks he looks ... He feels ...
He's nervous because ...
When he sees Rosalia at the FeatureFace counter, he feels ...

## 2 The big day Unit 1 | p. 23 Ex. 2c

**c** **What do you think of Carlos? What impression do you get of Valentino? Why?**

| | |
|---|---|
| I think Carlos<br>I think Valentino | is clever/confident/funny/impatient/kind/rude/strict/...<br>thinks too much of himself.<br>thinks appearance is very important.<br>doesn't care what people think of him.<br>has a big dream. |

## 5 At your school Unit 2 | p. 31 Ex. 5a

**a** **Make a placemat. Think about what could be better at your school. Use the topics in the box or use your own ideas.**
**Then make three suggestions in your part of the placemat.**
**These sentence beginnings can help you.**

| | | | |
|---|---|---|---|
| If | there | is/was | ..., |
| | we | ask/asked | |
| | the school | decorate/decorated | |
| | parents | find/found | |
| | | give/gave | |
| | | have/had | |
| | | help/helped | |
| | | make/made | |
| | | organize/organized | |
| | | set up / set up | |
| | | talk to / talked to | |
| | | use/used | |

bike facilities
canteen, food, vending machines
classrooms and equipment
clubs and meeting places
rubbish and recycling
school library
sports (equipment, different sports)

## 2 Talking about opinions Unit 2 | p. 32 Ex. 2

**a** **Think: Think about these questions.**

1 Why did the younger brother and the older brother do what they did?
2 Do you think it was easy for them?
3 Were you surprised that the boys knew how to use a gun? Why (not)?
4 How do you think the father and the boys felt at the end?

**b** **Pair: Discuss your opinions.**

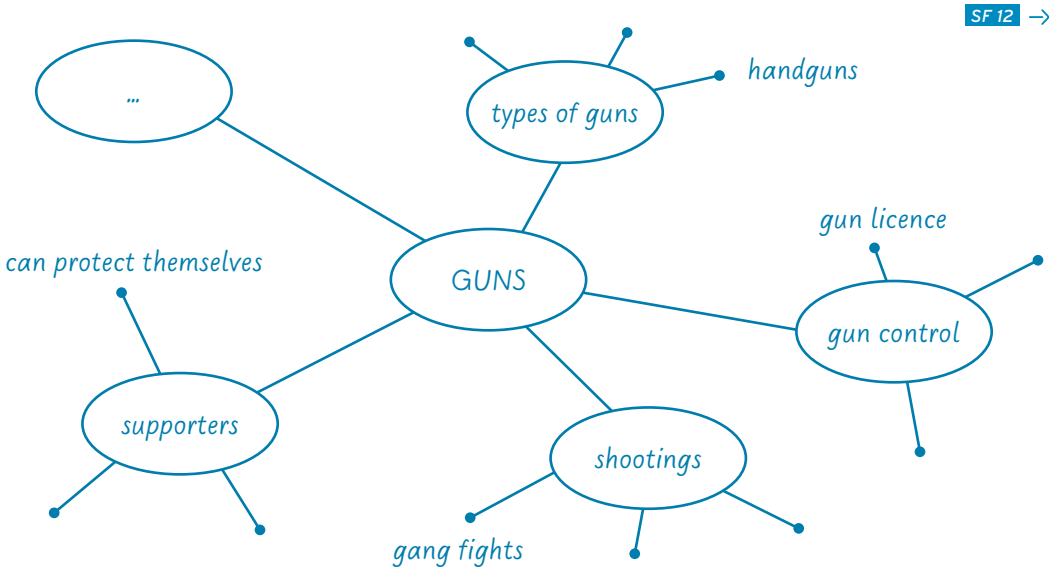
| | |
|---|---|
| Personally, I think/believe ... | both boys were scared of their father. |
| In my opinion/view, ... | they wanted to please their father. |
| I felt ... | it was easy because it was to protect their cattle. |
| | he didn't want to kill something. |
| | he was upset/scared/angry. |
| | they had often seen their father use a gun. |
| | they had used a gun before. |
| | the family needed a gun on the farm. |
| | he was angry/disappointed/pleased/... |

I agree / don't agree with you.
That's true. / I'm not sure that's true.
That's a good point. (But ...)

**4** **Guns and gun control** Unit 2 | p. 35 Ex. 4

**You are going to have a debate on guns in school.**
**First make a vocabulary network with words and phrases from 1 and other useful words you know.**

SF 12 → p. 167




## Unit 3

**4** **Changing the world: volunteer work** Unit 3 | p. 45 Ex. 4

**Choose A or B. Tell the class.**

**A** **If you do volunteer work: What do you do and why?**

I volunteer in an °animal shelter / in a homeless shelter / in a hospital / in my football club / for the 'Technisches Hilfswerk' / for the °first-aid team at school / for the °fire service / ...
I do cleaning / take dogs for walks / talk to people / help to train a team / ...
I enjoy helping people / meet interesting people / experience something new / learn new skills / ...

**B** **If you don't do volunteer work: Which of these would you choose and why: helping children, old people, people in emergency situations, or animals? Or improving buildings or the environment?**

I'd like to help children / old people / people in emergency situations / animals.
I enjoy playing with ... / talking to ... / helping ... / looking after ...
I'd like to help improve my street / our town / our area / the environment.
I think it's important to keep / clean / reduce / recycle / stop / ...

## 5 Trash and stuff

Unit 3 | p. 53 Ex. 5

**Discuss these statements. Explain your opinions.**

1 It's good to reuse old things – for example, to buy second-hand clothes instead of new clothes.
2 It's not necessary to have expensive stuff or special brands.
3 Bikes are the best way to travel to school or in our local area.

I agree (with sentence 1).
I don't agree.
I'm not sure that's true.
I think ...
In my view/opinion, ...

... it's important to have a new phone / shoes because ...
... often old stuff doesn't work / doesn't have new features / is out of fashion / isn't cool / is °embarrassing / ...
It's more comfortable to travel by car / ...

... it's more sustainable to use old stuff.
... we should think more about the environment because ...
... trends are stupid.
It isn't important to have the latest stuff.
°Cycling is free, it's easy to get around and ...

## 3b Your product review

Unit 3 | p. 54 Ex. 3b

**Write your product review (Mack's review can help you). °Think of a good heading.**
**You can use some of the adjectives from your list in 2b.**
**Remember to link your ideas with words and phrases in 2c.**

### Use a good heading

- **Say what it is**
  I bought this / these ... last week / month / ...
  I got this / these ... as a present.
- **Describe it and why you like it**

| | |
|---|---|
| I really like ... | ... is very |
| I (also) love ... | useful / important / fantastic / comfortable / ... |
| My favourite feature is ... | It looks beautiful / fantastic / cool / more |
| In addition, ... | expensive than it is / ... |
| It comes with ... / It has ... | The quality of the ... is very good / is OK, but ... |
| | Therefore, ... |

- **Say what isn't so good**
  However, ... The only problem is ... / One of the problems is ...
- **Do you recommend it?**
  Overall, I think ...
  I can (really) recommend it / I can't recommend it (because) ...

## Unit 4

**6** **Discrimination** Unit 4 | p. 63 after Ex. 6

**Where do you experience injustice and discrimination in your life or other people's lives? Discuss what you can do to change this.**

### In school

- bullies
- some teachers aren't fair

### In the media

- social media (internet trolls)
- fake news

### In my neighbourhood

- discrimination against refugees

We can talk to bullies and tell them to stop.
We can protest.
We can be kind to people / help people who experience discrimination.
We can block trolls on social media.
We can share articles about injustice and discrimination.

## 5 Your life: A different story

Unit 4 | p. 69 after Ex. 5a

**a** **How could things have been different for you? Complete the sentences.**
**Use *-ed* and *-ing* adjectives to describe your feelings and the situation.**

*If I'd been born in the USA, I would have spoken English as my first language. That would have been amazing!*

| | |
|---|---|
| If I'd been born in the USA, ... | I would have spoken English as my first language.<br>I wouldn't have spoken German.<br>I would have eaten burgers and hot dogs every day.<br>I would have played baseball.<br>I would have learned Spanish. |
| If I'd gone to a different school, ... | I wouldn't have known my friends in this class.<br>I would have made new friends.<br>I would have had different teachers. |
| If I hadn't had brothers and sisters, ... | I would have had my own room.<br>I wouldn't have had somebody to play with.<br>I would have been lonely.<br>I would have got more attention from my parents. |
| If my family had lost their home, ... | we would have lost all our things.<br>we would have lived with my grandparents.<br>I would have been really sad.<br>I would have cried a lot. |

**That would have been ...**

| | |
|---|---|
| amazing | exciting |
| boring | interesting |
| depressing | shocking |
| disgusting | worrying |

**I would have been ...**

| | |
|---|---|
| bored | pleased |
| depressed | shocked |
| excited | worried |

## 5 What happens next?

Unit 4 | p. 73 after Ex. 5a

**a** **Think about what Starr does after the shooting.**

I think she ...

tells her parents / her best friend.
doesn't talk about what happened.
doesn't know what to do.
can't stop crying / can't sleep.
is scared / sad / really upset / angry.
gets a lawyer / tries to get One-Fifteen sent to prison.
tells Khalil's family what happened.
tells the media / people in her neighbourhood what happened.

## Unit 5

**6 b** **WORDS Danger** Unit 5 | p. 81 after Ex. 6b

**Tell the class about a situation where you or somebody you know faced danger.**

I was in the sea / swimming pool / forest / mountains / city / ...
I couldn't swim / breathe / find my way / ...
I was tired / hungry / weak / terrified / ...
I saw a shark / bear / lots of different streets / ...
I tried to shout for help / use my phone / ...
Fortunately ... / In the end ... I escaped / I found the right place / ...

**5** **NOW YOU** Unit 5 | p. 87 after Ex. 5

**Complete the sentences about you. Then compare with a partner.**

**When I was 10 ...**
I wasn't able to ...
I wasn't allowed to ...
I didn't have to ...

**When I'm 18 ...**
I'll be able to ...
I'll be allowed to ...
I'll have to ...

cook for myself / do what I want / do my own washing / choose my own clothes / drive a car / eat lots of sweets / get a job / go to bed late / have a pet / have a phone / leave home / live in my own flat / play chess / ride my bike without a helmet / speak English / spend a lot of time on social media / stay out late / study / ...

**5** **Living in the wilderness** Unit 5 | p. 91 after Ex. 5

**Some people choose to live in the wilderness. Describe the advantages and disadvantages of this way of life. What would you miss most?**

**Advantages and disadvantages**
quiet / peaceful
no people / friends
less stress
clean air
no electricity
no water
no toilet
no internet / no social media
wildlife
nature
time to read / think / ...
cheap
no shops & supermarkets
freedom
environment-friendly

## Unit 1

**1** **The Statue of Liberty** **Unit 1 | p. 11** after Ex. 1d

**a** Look at the picture of the Statue of Liberty. How many °spikes are on the °crown[1]? **1a)** *seven*

**b** Now do this °puzzle[2].

- Think of a number (it can be any number). Write it on a piece of paper.
- x 2 = ?
- + 14 = ?
- ÷ 2 = ?
- – your first number = the number of spikes on the crown. **1b)** *seven*

**2** **Read °for fun** **Unit 1 | p. 17** after Ex. 3

### The Lucky Hotel

David
Canada

**"The worst hotel in the world"** ☆☆☆☆☆

The room was so small, I thought I was in prison. There was just a bed. The room smelled of somebody's feet. There was somebody's hair in the bed and roaches under the bed. And I could hear everything in the next room (and I mean EVERYTHING). I couldn't sleep all night.

The bathroom was for five rooms to share. I won't even say what that was like.

I probably don't need to say that the receptionist wasn't very friendly, there was no ice machine and the breakfast looked horrible.

The funny hotel name. And that I only stayed there for one night.

**3** **New York fun** **Unit 1 | p. 19** after Ex. 2b

**a** Say the °tongue-twister three times as fast as you can.

*°Unique[3] New York*
*Unique New York*
*You know you need*
*Unique New York*

**b** What's the question for this answer to a New York joke?
Answer: °Moo York.

**Lösung zu Fast finishers 3b:** Question: Where do °cows go on vacation?

[1] **crown** [kraʊn] *Krone* [2] **puzzle** [ˈpʌzl] *Rätsel* [3] **unique** [juˈniːk] *einmalig*

## Unit 2

**4** **Native American °sayings**[1] **Unit 2 | p. 27** after Ex. 2b

**Read these sayings from Native American tribes. What do you think they mean?**

1 'It is better to have less thunder in the mouth and more °lightning[2] in the hand.'
2 'When a man moves away from nature[3], his heart becomes hard.'
3 'When you were born, you cried and the world celebrated. Live your life so that when you die, the world cries and you celebrate.'

**5** **Read for fun** **Unit 2 | p. 29** after Ex. 3

One evening an old Cherokee Indian told his grandson about a fight that goes on inside people. He said, 'My son, the fight is between two 'wolves' inside us. One is evil. It is angry, greedy, tells lies, is proud and thinks only of itself.
The other is good. It is full of peace, love and hope, is kind and tells the truth.'
The grandson thought about this for a minute and then asked his grandfather, 'Which wolf wins?'
The old Cherokee answered, 'The one that you feed.'

**6** **What if?** **Unit 2 | p. 31** after Ex. 3

**Look at the °cartoon. Can you write another funny 'What if' question?**

[1] **saying** ['seɪɪŋ] *Sprichwort* [2] **lightning** ['laɪtnɪŋ] *Blitz(e) (bei Gewitter)* [3] **anteater** ['æntiːtə] Ameisenbär

## 7 Technology jokes

Unit 3 | p. 46 after Ex. 3a

**Match the two parts of the joke.**

| | |
|---|---|
| 1 I think I'm a social media addict. | a Fish and microchips. |
| 2 Why did the computer presentation cross the road? | b A calendar has dates. |
| 3 Why did you change your password to °incorrect? | c I'm sorry. I don't follow. |
| 4 What do computers eat for a snack? | d To get to the other slide. |
| 5 What's the difference between a gamer and a calendar? | e So when I forget it, the computer says 'Your password is incorrect.' |

## 8 Read for fun

Unit 3 | p. 49 after Ex. 3b

**Read about the inventions. Can you picture them in your head?**

### *Three useful inventions*

You probably have something at home that was made in Asia – lots of great products were invented by Asians. But you probably haven't heard of these useful inventions.

1 Do you often get colds and can't find a °tissue? Then this invention is for you! It's a toilet paper holder that is worn on your head. When you need some paper for your nose, just pull it down from the holder!

2 It's hard to eat noodles if you have long hair. Who wants hairs in their food? This great invention means you can just enjoy your lunch. It's a plastic circle with a big hole in the middle. When it's put around your face, it keeps all your hair away from your food. Cool, right?

3 Nobody likes getting wet! So next time it rains, don't just hold a normal umbrella over your head – use a full-body umbrella and stay °dry in a plastic tunnel. This clever invention has a long piece of plastic which is sewn onto the bottom of the umbrella. Very useful!

## 9 Sculptures from rubbish

Unit 3 | p. 53 after Ex. 4b

**Do you want to make cool art? Put the instructions in the right order. What do you think of the idea?**

a Then decide how the objects look best together.
b Take a selfie with your finished sculpture!
c Decide if you want to make a person or an animal or just an °abstract sculpture.
d Find lots of old objects at home, in the rubbish bins or at the recycling centre.
e Put everything together to make your sculpture.
f Choose the objects that you like best. (It doesn't matter if they are made of metal, plastic or wood – you can use anything!)

Lösung zu Fast finishers 7: 1 c • 2 d • 3 e • 4 a • 5 b  Lösung zu Fast finishers 9: d • c • f • a • e • b

## Unit 4

### 10 Read for fun Unit 4 | p. 64 after Ex. 2

**Facts about the White House**

- It took eight years to build the White House and started in 1792. Some of it was built by slaves.
- It has six floors, 132 rooms and 35 bathrooms. The first family lives on two floors.
- There is a swimming pool, a movie theater, a billiard room, and a °bowling alley.
- The Oval Office is the office of the president.
- Every month the president gets a bill for his family's food and other things like toilet paper.
- Five °chefs[1] work in the White House.

### 11 A poem by Langston Hughes[1] Unit 4 | p. 66 after Ex. 4a

**Read the poem. What are the two missing words?**
**What does the poem say about how important dreams are?**
**Do you like the poem?**

**Langston Hughes** (1902–1967) was a poet[2] and writer and an activist. His first book came out when he was 24.

[1]['laŋstən hju:z]

*Dreams*

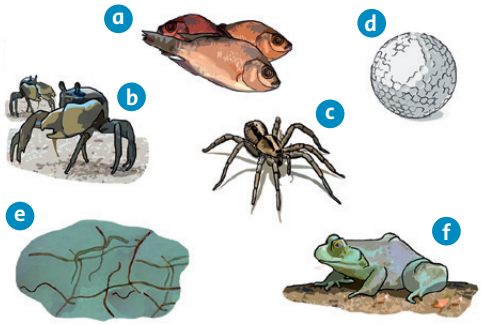
Hold fast[4] to dreams
For if dreams die
Life is a °broken-winged[3] bird
That cannot ...
°Hold fast to dreams
°For[5] when dreams go
Life is a °barren[6] field
Frozen with ...

### 12 °Weird[7] weather Unit 4 | p. 70 after Ex. 2c

**In English we say 'it's raining cats and dogs' when it rains a lot. Cats and dogs don't fall from the sky, but it has rained strange things in other places. Match the things to the correct pictures.**

Tornados often pick up things from fields, rivers and seas and then throw them back down.

1 In Los Angeles and Louisiana it has rained °worms[8].
2 In Florida it has rained crabs and golf balls.
3 In Louisiana and many other places it has rained fish.
4 In Iowa it has rained frogs.
5 In Brazil and Australia it has rained spiders.




**Lösung zu Fast finishers 11:** fly • snow
**Lösung zu Fast finishers 12:** 1 e • 2 b+d • 3 a • 4 f • 5 c

[1]**chef** [ʃef] *Koch, Köchin (als Beruf)* [2]**poet** ['pəʊɪt] *Dichter/in* [3]**a broken-winged bird** [brəʊkən 'wɪŋgd] *ein Vogel mit gebrochenem Flügel* [4](to) **hold (on) fast to** sth. *sich fest an etwas klammern* [5]**for** [fɔ:], [fə] *denn* [6]**barren** ['bærən] *unfruchtbar, karg, öde* [7]**weird** [wɪəd] *seltsam, komisch* [8]**worm** [wɜ:m] *Wurm*

## 13 National symbols quiz

Unit 5 | p. 79 after Ex. 1a

**Match each symbol with the correct country.**

Australia • Canada • England • Germany • Ireland • Scotland • Turkey • USA • Wales

## 14 Read for fun

Unit 5 | p. 80 after Ex. 2

### The Northern Lights

Churchill isn't just a great place to see polar bears, it's also one of the top three places in the world to see the Northern Lights (*aurora borealis*[1]) in the Arctic. From January through to March visitors can see the amazing dancing lights in the dark night sky. The lights are different colours – green and yellow and purple and pink and blue and orange – and move very fast. They disappear and then appear again in different °shapes[1] and with different movements.

On the other side of the °planet in the Antarctic[2], you can see the Southern lights or *aurora australis*[3]. This is usually a curtain of light in different colours – mostly green, but sometimes red or purple.

[1][ɔːrɔːrə bɔːriˈeɪlɪs] [2][anˈtɑːktɪk] [3][ɔːrɔːrə ɒˈstreɪlɪs]

## 15 Make °pancakes – Canada style!

Unit 5 | p. 83 after Ex. 5b

**Put the recipe in the correct order.** *1 c, …*

**175g flour**
**25g sugar**
**250ml milk**
**1 teaspoon °baking powder[2]**
**2 eggs ( egg yolks[3] and egg white)**
**25g butter**

**a** Put the pancakes on a plate on top of each other.
**b** °Whisk[4] the egg whites in another bowl until the white is °stiff[5].
**c** °Stir[6] the flour, baking powder and sugar in a bowl.
**d** Pour °maple syrup[7] over the pancakes. You can also add fruit.
**e** Put the butter in a hot pan. When it has melted, add the °mixture and cook for 1–2 minutes on each side.
**f** Add the egg yolks and milk to the flour mixture and whisk.
**g** Pour into the first bowl and mix together.

**Lösung zu Fast finishers 13:** **1** Scotland • **2** Turkey • **3** Germany • **4** Wales • **5** Ireland • **6** Australia • **7** Canada • **8** USA • **9** England

**Lösung zu Fast finishers 15:** **1** c • **2** f • **3** b • **4** g • **5** e • **6** a • **7** d

[1]**shape** [ʃeɪp] *Form, Gestalt* [2]**baking powder** [ˈbeɪkɪŋ paʊdə] *Backpulver* [3]**(egg) yolk** [jəʊk] *Eigelb* [4](to) **whisk** [wɪsk] *verquirlen* [5]**stiff** [stɪf] *steif* [6](to) **stir** [stɜː] *(um)rühren* [7]**maple syrup** [meɪpl ˈsɪrəp] *Ahornsirup*

## Wordbank 1: Talking about music

Unit 1 | p. 13 Ex. 3b

### Words to describe music

beautiful, catchy[1], danceable
exciting, feel-good, inspiring
moving, passionate[2], powerful
relaxing, romantic[3], uplifting[4]

annoying, awful[5], bland[6]
boring, depressing[7], horrible
noisy, sad, weird[8]

### Phrases to talk about the music of a song

It's a rock song / rap / ballad / blues song / ...
It has a good / strong / regular / ... beat.
The singer has an amazing / strong / smooth[9] / gritty / ... voice.
It has a catchy / annoying / ... melody / chorus.
The song has a slow / fast / ... tempo.

When I hear this song, ...
– I want to dance / cry / sing along / ...
– I get goosebumps
– I feel good / bad / energized / melancholic / ...

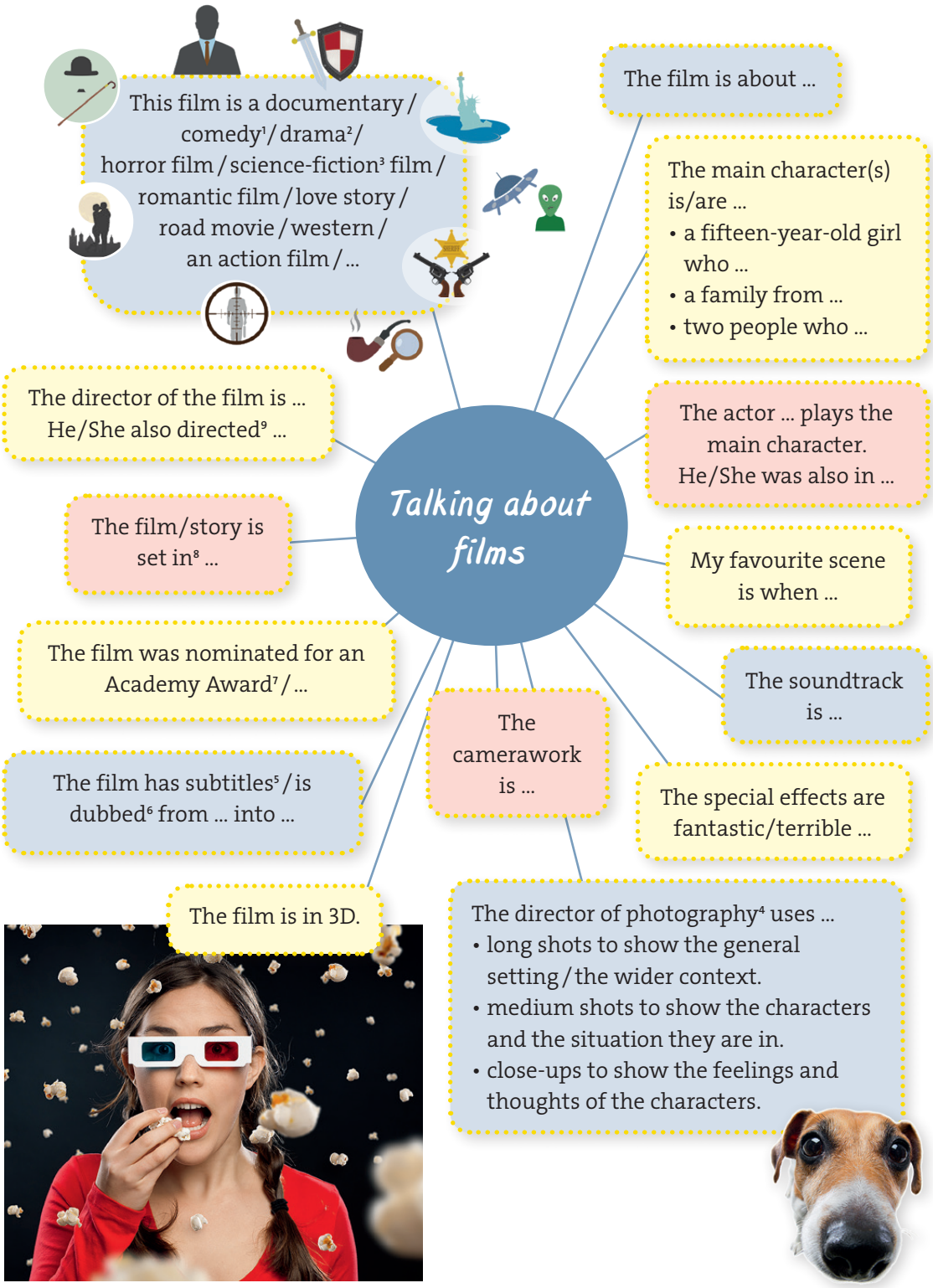
### Phrases to talk about the lyrics and the message

The lyrics are simple / poetic / political / difficult to understand / ...
The main message of the song is ... / The song is about ...
The song describes ... / explains how ... / asks people to ...
The song makes me think of ... /
When I hear it, I get pictures of ... in my mind.

[1]**catchy** ['kætʃi] *einprägsam* [2]**passionate** ['pæʃənət] *leidenschaftlich* [3]**romantic** [rəʊ'mæntɪk] *romantisch*
[4]**uplifting** [ʌp'lɪftɪŋ] *erhebend, aufmunternd* [5]**awful** ['ɔːfl] *furchtbar* [6]**bland** [blænd] *fade* [7]**depressing** [dɪ'presɪŋ] *deprimierend* [8]**weird** [wɪəd] *seltsam, unheimlich* [9]**smooth** [smuːð] *sanft, weich*

## Wordbank 2: Films






[1]**comedy** ['kɒmədi] *Comedyshow; Komödie* [2]**drama** ['drɑːmə] *Drama* [3]**science fiction** [saɪəns 'fɪkʃn], *infml auch* ***sci-fi*** ['saɪ faɪ] *Sciencefiction* [4]**photography** [fə'tɒgrəfi] *Fotografie, (das) Fotografieren* [5]**subtitles** *(pl)* ['sʌbtaɪtlz] *Untertitel* [6](to) **dub** [dʌb] *synchronisieren* [7]**Academy Award** [əkædəmi ə'wɔːd] *Filmpreis („Oscar")* [8](to) **be set (in)** *spielen (in) (Film, Geschichte)* [9](to) **direct (a film)** [də'rekt] *Regie führen (bei einem Film)*

## Wordbank 3: Inventions

Unit 3 | p. 49 Ex. 5

It's a device[1] / a piece of equipment / a food / an invention / a machine / a product / thing / ... (that ...)
They're clothes / gadgets / objects / ... (that ...)

It's / they're made of[2] plastic / material / metal / steel[3] / wood / ...

It is / was ... / They are / were ... built / created / designed / developed / found / invented / made / ... (in ... / by ...)

It is / was ... / They are / were used to ...

calculate[4]

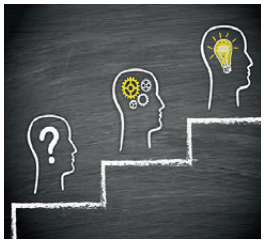
communicate[5]

connect to

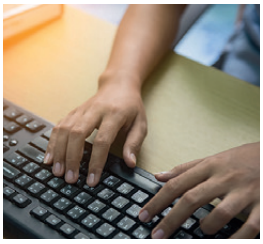
measure

print

repair



solve



type

scan[6]

sew

test

transport

[1]**device** [dɪˈvaɪs] *Gerät, Apparat* [2]**made of** [meɪd] *(gemacht) aus* [3]**steel** [stiːl] *Stahl* [4](to) **calculate** [ˈkælkjuleɪt] *berechnen, kalkulieren* [5](to) **communicate** [kəˈmjuːnɪkeɪt] *kommunizieren* [6](to) **scan** [skæn] *scannen, erfassen*

- For most sportspeople, add *-er* to the verb.
- There are some exceptions like *cyclist*.
- For ball sports we usually use (sport) + *player*.

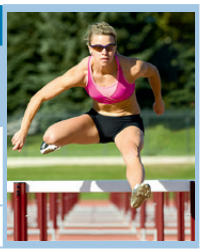
## Wordbank 4: Sportspeople

Unit 4 | p. 65 Ex. 7

| sport | verb | sportsperson |
|---|---|---|
| baseball | play baseball | baseball player |
| basketball | play basketball | basketball player |
| boxing | box | boxer → |
| cricket[1] | play cricket | cricketer / cricket player |
| cycling | cycle | cyclist[2] |
| diving | dive | diver |
| football | play football | footballer / football player |
| golf | play golf | golfer |
| gymnastics | do gymnastics | gymnast |
| (ice) hockey | play (ice) hockey | (ice) hockey player |
| horse racing[3] | race horses | racehorse + jockey → |
| car racing | race cars | racing driver |
| rowing | row[4] | rower |
| squash | play squash | squash player |
| surfing | surf | surfer |
| swimming | swim | swimmer |
| (table) tennis | play (table tennis) | (table) tennis player |
| volleyball | play volleyball | volleyball player |
| wrestling | wrestle[5] | wrestler → |

## Track and field[6] athletes[7]

| running | | |
|---|---|---|
| hurdling | hurdle[8] | hurdler → |
| running | run | runner |
| sprinting | sprint | sprinter |



| throwing | | |
|---|---|---|
| discus[9] throw | throw the discus | discus thrower |
| javelin[10] throw | throw the javelin | javelin thrower |
| shot-putting[11] | shot-put | shot-putter ↓ |

| jumping | | |
|---|---|---|
| high jump | high jump | high jumper |
| long jump | long jump | long jumper |
| pole vaulting[12] | pole vault | pole-vaulter → |

[1]**cricket** ['krɪkɪt] *Kricket (Mannschaftssportart)* [2]**cyclist** ['saɪklɪst] *Radfahrer/in* [3]**racing** [reɪsɪŋ] *(Wett-)Rennen* [4](to) **row** [rəʊ] *rudern* [5](to) **wrestle** ['resl] *ringen (mit), kämpfen (gegen)* [6]**track and field** *(AE)* [træk ən 'fiːld] *Leichtathletik* [7]**athlete** ['æθliːt] *(Leicht-)Athlet/in* [8](to) **hurdle** ['hɜːdl] *im Hürdenlauf laufen* [9]**discus** ['dɪskəs] *Diskus* [10]**javelin** ['dʒævlɪn] *Speer* [11]**shot-putting** ['ʃɒt pʊtɪŋ] *Kugelstoßen* [12]**pole-vaulting** ['pəʊl vəʊltɪŋ] *Stabhochsprung*

## Wordbank 5: Values

Unit 4 | p. 66 Ex. 4a

bravery[1] (being brave)

creativity[2] (being creative)

fairness[3] (being fair)

friendship (being a good friend)

freedom (being free)

generosity[4] (being generous[5])

truth (being truthful / telling the truth)

What is important to me is …

respect (being respectful[9] / having self-respect)

happiness (being happy)

love (being loving)

justice (being just)

honesty[6] (being honest[7])

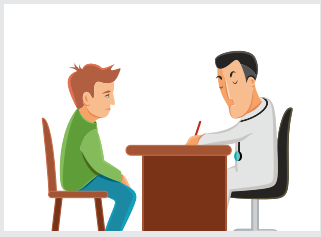
peace (being peaceful)

kindness[8] (being kind)

[1]**bravery** ['breɪvəri] *Mut, Tapferkeit* [2]**creativity** [kriːeɪ'tɪvəti] *Kreativität, Ideenreichtum* [3]**fairness** ['feənəs] *Gerechtigkeit, Fairness* [4]**generosity** [dʒenə'rɒsəti] *Großzügigkeit* [5]**generous** ['dʒenərəs] *großzügig* [6]**honesty** ['ɒnəstɪ] *Ehrlichkeit* [7]**honest** ['ɒnɪst] *ehrlich* [8]**kindness** ['kaɪndnəs] *Güte, Freundlichkeit* [9]**respectful** [rɪ'spektfl] *respektvoll*

## Wordbank 6: At the doctor's

Unit 4 | p. 71 Ex. 4



### What you say

- I feel sick.
- I feel dizzy[1].
- I've got a sore throat.
- I've got a cough.
- I've got a temperature.
- I've got a bad cold.
- I've got a headache.
- I've got stomach ache.
- I've got diarrhoea[2].
- My back/neck[3]/... hurts.
- I've broken my arm/ finger/leg/....
- I've sprained[4] my ankle[5].
- I'm allergic to antibiotics.

### What the doctor says

- Open your mouth, please
- Show me your tongue[6].
- Let me take your temperature.
- Let me take your blood pressure.
- Do you have any allergies?
- I'm going to give you a prescription for antibiotics/painkillers[7].
- Take one tablet twice a day.
- I'm going to give you an injection[8].
- Where does it hurt?
- You need an X-ray[9].

[1]**dizzy** ['dɪzi] *schwindelig* [2]**diarrhoea** [daɪə'rɪə] *Durchfall* [3]**neck** [nek] *Hals, Nacken* [4](to) **sprain** [spreɪn] *verstauchen* [5]**ankle** ['æŋkl] *Knöchel, Fußgelenk* [6]**tongue** [tʌŋ] *Zunge* [7]**painkiller** ['peɪnkɪlə] *Schmerzmittel* [8]**injection** [ɪn'dʒekʃn] *Spritze, Injektion* [9]**X-ray** ['eksreɪ] *Röntgenbild*

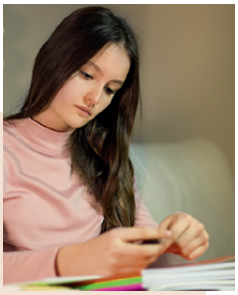
## Wordbank 7: *Make* or *do*?

Unit 5 | p. 82/83 Ex. 1, 5

## DO

### At home
- do chores
- do the cleaning / the ironing[1] / the shopping / the washing / the washing up / the dishes

### Written work
- do homework / research
- do a course[2] / an exam / an exercise / a survey



### Good and bad
- do well / do better
- do badly[3]
- do harm

### Sport
- do sport
- do athletics[4] / gymnastics / karate / ballet[5] / yoga

### Looking after yourself
- do your hair
- do your make-up
- do your nails

## MAKE

### At home
- make breakfast / lunch / dinner / a meal / a snack
- make a cake / pancakes / a sandwich
- make coffee / tea / hot chocolate
- make your bed

### Arrangements and decisions
- make an appointment
- make a choice / a decision / a promise / a suggestion
- make a plan
- make a wish

### Talking and writing
- make a comment
- make a joke
- make a list/notes
- make a phone call
- make a point
- make a speech

### Changes
- make a difference
- make an effort
- make an excuse
- make money
- make a profit
- make progress

### Behaviour
- make a mistake
- make a fool of yourself
- make fun of somebody
- make friends

[1](to) **iron** ['aɪən] *bügeln* [2]**course** [kɔːs] *Kurs(us)* [3](to) **do badly** ['bædli] *schlecht abschneiden, keinen Erfolg haben*
[4]**athletics** [æθ'letɪks] *Leichtathletik* [5]**ballet** ['bæleɪ] *Ballett*

## Wordbank 8: Describing visuals



### Referring to visuals

In this chart / diagram / photo / table you can see ...
On this map ...
This chart / Venn diagram shows ...
This line chart shows the development of ...
This table is about ...

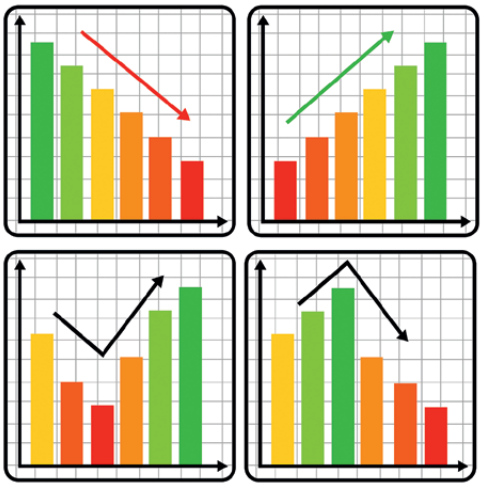
### Describing statistics

20% (per cent) / one in five / one fifth
50% (per cent) / one in two / a half
66% (per cent) / two in three / two thirds
75% (per cent) / three in four / three quarters

About ...
Nearly all ...
More than / Over ...
Less than ...
None of the ...

### Going up and down

| ↑ | ↓ |
|---|---|
| (to) go up | (to) go down |
| (to) grow | (to) drop |
| (to) increase | (to) decrease[1] |
| (to) rise | (to) fall |



### Comparing and contrasting[2]

These two charts show ...
This data is very similar / the same.
This chart compares/shows ..., but this diagram ...
These two charts show very different results.

[1](to) **decrease** [dɪ'kriːs] *abnehmen, sinken, zurückgehen* [2]**contrast** [kən'trɑːst] *vergleichen, (einander) gegenüberstellen*

# US TIMELINE (Units 1–4)

## ABOUT 12,000 BC

The first Americans probably crossed a land bridge from Asia.

## 1400–1500

- By **1400**: about two million Native Americans belonging to hundreds of different tribes lived in North America.
- **1492**: *Columbus* sailed to America and landed in the Bahamas. After this date, Europeans began to found colonies on the east coast.

## 1600

- **1607**: English settlers founded a colony in Jamestown, Virginia.
- **1619**: The first slaves were brought from *Africa* to North America. Slavery in the USA continued for over 200 years. Men, women and children had to work in the fields and in their owners' homes in terrible conditions and with no rights.
- **1620**: The Pilgrims[1] arrived from Plymouth in England on the Mayflower ship. They founded a colony called Plymouth in New England. Today about 10% of Americans have ancestors who were Pilgrims.
- **1621**: The first Thanksgiving Day.

## 1700

- **1775–1783**: The War of Independence. The new American colonies fought to be independent of Britain.
- **1776**: The Declaration of Independence was signed.

- **1778**: *Thirteen* colonies broke away from Great Britain and created the independent United States of America.

- **1787**: The US constitution[2] was written.
- **1789**: *George Washington* became the first president of the USA.

- **1791**: A change[3] was made to the Constitution which gave Americans the rights to own and carry weapons.

**1 Important events quiz**

**a** Look at the timeline on these pages. Some information and dates are missing. Look back at Units 1–4 and complete the timeline.

**b** Decide what were the three most important events in your opinion and why. Compare your ideas with your partner. Try to agree on the most important event.

**2 Further events**

Have any important events happened in the USA since the end of the timeline? Add your ideas.

[1]**pilgrim/s** ['pɪlgrɪm] *Pilger; hier: erste Siedler* [2]**constitution** [ˌkɒnstɪ'tju:ʃn] *Verfassung* [3]**change** [tʃeɪndʒ] *Änderung*

## 1800

In the **1800**s, about forty million immigrants came to the USA from countries such as Italy, Ireland and Germany. Americans from the east coast and the Midwest travelled west to *Oregon* in wagons and on foot. It was a dangerous journey and many died from disease. The settlers took land from Native Americans, killed their buffalo[1] and also many Native Americans themselves.

In the **1830**s: The *Trail of Tears*. Thousands of Native Americans had to leave the lands of their ancestors and walk to new lands or reservations.

**1861**: The American Civil War.

**1865**: *Slavery* was banned by law. President Abraham Lincoln was shot and died.

**1872**: The first national park, *Yellowstone* National Park, was opened.

**1886**: The Statue of Liberty was given as a present to the people of the US from France.

**1890**: The *Wounded Knee* Massacre[2] took place in South Dakota. Up to 300 Native American men, women and children were killed by the American army.

**1892**: *Ellis Island* immigration centre was opened. Most of the immigrants were from southern and eastern Europe. Today about 40% of all Americans have an ancestor who came to the USA through here.

## 1900

**1903**: Wilbur and Orville Wright completed the first successful flights in a plane with an engine.

**1906**: The San Francisco earthquake killed 3 000 people and left 200,000 people homeless.

**1908**: The Ford Model T car, produced on an assembly line in *Detroit*, became the first affordable[3] car.

**1917**: The USA entered World War 1 (1914–1918).

**1920**: Women got the right to vote.

**1941**: The USA entered World War 2 (1939–1945) after the Japanese attack on Pearl Harbor.

**1954–1975**: The Vietnam War (war between North Vietnam, and South Vietnam and the USA.

**1955**: *Rosa Parks* didn't give her seat on the bus to a white person.

**1959**: The *Motown* Record Company was founded in Detroit.

**1963**: *Martin Luther King* organized the March on Washington and held his famous 'I have a dream ...' speech. President John F. Kennedy was shot and killed.

**1964**: The *Civil Rights* Act which banned all kinds of discrimination became law. It ended segregation in schools and public places and gave black people the right to the same jobs as white people.

**1968**: MLK was shot and killed.

**1969**: American Neil Armstrong was the first person to walk on the moon[4].

## 2000

**2000**s: Most immigrants came to the USA from Latin America and Asia.

**2001**: On *September 11th* terrorists flew two planes into the World Trade Center's towers in New York City.

**2003**: The USA began the 'War on Terror' and invaded Iraq and Afghanistan.

**2005**: *Hurricane Katrina* destroyed over a million homes in New Orleans.

**2008**: Barack Obama became the first black President and Michelle Obama became the first black First Lady.

*2013* The *Black Lives Matter* movement was founded after the shooting of several unarmed black people by police officers.

**2016**: Donald Trump became President.

**2017**: The hashtag[5] #MeToo went viral. The MeToo movement against sexual harassment[6] had already been founded in 2006.

**2018**: In Parkland, *Florida*, 17 students and teachers were killed in a school shooting. This led to the *Never Again* Movement.

[1] **buffalo** ['bʌfələʊ] *Büffel* [2] **massacre** ['mæsəkə(r)] *Massaker* [3] **affordable** [ə'fɔːdəbl] *erschwinglich, bezahlbar*
[4] **moon** [muːn] *Mond* [5] **hashtag** ['hæʃtæg] *Rautezeichen* [6] **sexual harassment** [ˌsekʃuəl 'hærəsmənt] *sexuelle Belästigung*

## TF1 STORY Putting Makeup on the Fat Boy *(by Bil Wright)*



**1 After the interview**

**Read the next part of the story after Carlos' interview with Valentino and his boss Craig Denton[1].** [1][kreɪg ˈdɛntən]

**Did Carlos get the job? What happened to Carlos on the way home?**

**1)** • *Yes, Carlos got the job.* • *On the way home, Carlos was attacked and bullied by his sister's boyfriend Danny and his friends. One of them ruined one of his expensive boots.*

I was in shock. I could hardly think. And Rosalia kept shouting, "Man, Carlos, I can't believe it!"

Valentino told me, "I'll call you with the date you're going to start working." He said it like it hurt. I said thank you for giving me the chance – yeah, right. Craig Denton had already disappeared.

When me and Rosalia were going through the doors on the way out – I'm not gonna lie – I remember thinking that I still had on the Stella McCartneys. But I couldn't go back into the store to take them off. Not then. Not when all the cameras in my head were watching *Carlos Duarte, Macy's New Makeup Artist, and his Model-Sister, Rosalia, Leaving the World Famous Department Store*. How could I stop, go back into the men's room and change into a pair of dirty sneakers at a moment like that?

I went with Rosalia from the store to the subway without realizing[1] how I got there. We went over all the details, and I was really happy that she was the one who'd been there. She was family, and it meant a lot to me that she was my sister.

"I have to go to work and hope I'm not fired[2]," she said. That's what brought me back to reality.

"You won't be," I told her. "Today is too special. Nothing can go wrong."

At Fourteenth Street, when Rosalia got off the train, I started thinking again about every detail of what happened at the store. I walked all the way to the end of the platform, talking to myself, repeating everything that Craig Denton had said about me to Valentino.

When I got to the bottom of the stairs[3], I looked up and saw Danny. Behind him were his two friends from Burrito Take-Out Village coming down toward me.

"Hi," I said softly to Danny. He didn't say anything. I started up the stairs. I tripped on[4] something and looked down to see what it was. It looked like an old curtain rod[5]. I moved to one side so that the three could get past me. I looked up again at Danny. He was my sister's boyfriend, but he wasn't even going to say "hi". As they got nearer, I could smell liquor[6] on them.

One of them said "Oooooh, Carrrloooss!" in this really girly voice. Danny was already next to me. One of the others was standing above[7] me on the stairs. He spit[8] down at me. I tried to get away. I fell, and the spit hit the front of my jacket. Danny and the other kids started laughing.

I was half lying, half sitting on the subway stairs. I wasn't scared. I was mad[9].

It wasn't as though I didn't know them. I knew where they worked. Was he crazy? Were they all crazy? Danny reached down[10]. I froze.

Danny took the curtain rod and gave it to his friend. It was like he was giving him

[1] **realize** [ˈriːəlaɪz] *erkennen, (be)merken* [2] (to) **fire sb.** [ˈfaɪə] *jn. feuern, entlassen* [3] **stairs** [steəz] *Treppe(n)* [4] (to) **trip (on)** [trɪp] *stolpern (über)* [5] **(curtain) rod** [rɒd] *(Gardinen-)Stange* [6] **liquor** [ˈlɪkə] *Alkohol, Spirituosen* [7] **above** [əˈbʌv] *über, oberhalb (von)* [8] (to) **spit, spat, spat** [spɪt] *spucken* [9] **mad** [mæd] *wütend, sauer* [10] (to) **reach (down)** [riːtʃ] *(herunter)greifen*

instructions that didn't need to be said out loud. The guy took the rod and scratched[1] the smooth black leather of one boot from the bottom all the way up to the top. I tried to jump and get out of his way, but I wasn't fast enough. "You stupid piece of trash!" I shouted. Someone was on their way up the stairs. The guys all ran past me, laughing and calling my name. "Carrrloooss! Carrrloooss!" I only knew one of their names – Danny's – but I could see all of their faces and I knew where to find them. And I wasn't sure exactly what I'd do. But I had to do something. I looked down at the ruined[2] boots I should have taken off like I'd promised I would.

At home I tried to think of how I could fix[3] the scratch before I took the boots back to Soraya. But when I saw how deep and long it was, I knew nobody was gonna pay three hundred dollars for those boots, Stella McCartneys or not. I would have done anything not to face Soraya. What could I say? I wore them out of the store like I'd promised I wouldn't, and then a friend of my sister's boyfriend ruined them? And that's exactly what I *did* say to Soraya.

I just told the truth. I finished by saying, "All I can do is say if you give me enough time, I can pay for them. But it will take time, even with my new job."

Soraya didn't care about my new job, which I understood, because now she was worried about losing hers.

"What do you think this is, Carlos? It's not that kind of store. You're living in a bigger fantasy world than I thought! I trusted you!"

"I'm really sorry, Soraya. I know I let you down[4], and I know you probably hate me. But all I can do is offer to pay for the boots. And if I had three hundred dollars right now, I'd give it to you. But I don't."

"So all you can do is say sorry. Now, could you please leave the store Carlos? I have customers."

She said it like she didn't know me. And I just hoped she wouldn't be fired because of me.

I walked out of Tokyo Jo's and looked down at my jacket and remembered how excited Soraya had been when she'd told me she could sell it to me for so much less[5] because it was a little faded[6]. Today some guy had spit on it. And in a way I felt like I'd done the same to my friendship with Soraya.

**2a)** *1 They attacked Carlos because he was wearing women's boots. • 2 He tried to get away but he was too slow. He wasn't scared but he was really mad at Danny. • 3 The scene made me feel bad because I think bullying is really mean. I felt sorry for Carlos and really angry that nobody stopped the bullies.*

## 2 Danny and his friends

**a** **Read the part about the attack again and answer the questions.**

1 Why did Danny and his friends attack Carlos?
2 How did Carlos react?
3 How did the scene make you feel?

**b** **Imagine you're going into the subway station and you see Carlos and the boys who attack him. What can you do? Discuss your ideas and then tell the class.**

## 3 Soraya

**Carlos tells a friend about the boots and how Soraya reacted. Write a short conversation between Carlos and his friend and present it to the class.**

Read the full story in the Cornelsen reader.

**2b)** *I would try to pull the boys away. • I would call for help / call the police. • I would help Carlos as soon as the boys had gone. • ...*

[1] (to) **scratch** [skrætʃ] *(zer)kratzen* [2] (to) **ruin** ['ruːɪn] *ruinieren* [3] (to) **fix** [fɪks] *reparieren*
[4] (to) **let sb. down** [let 'daʊn] *jn. im Stich lassen* [5] **less** [les] *weniger* [6] (to) **fade** [feɪd] *ausbleichen*

## TF2 ARTICLE The Oregon Trail



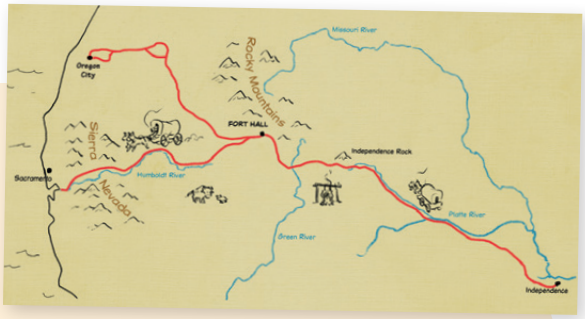
**1** **On the move**

**Look at the map and the picture and discuss the questions.**

What do you think the journey west was like for the settlers?
What dangers do you think the travellers came across?
What effect do you think the settlers had on Native Americans' way of life?

**2** **The journey west**

**Read the article and see if your ideas from 1 were correct.**




2.13

### The journey west

White settlers had come to America to get freedom to practise their religion and to find a better life. Farmers who had settled in the Midwest had heard about the fertile farm land in Oregon from the first pioneers who had travelled there. In May 1843 one thousand people set off[1] from Missouri to try and make the journey west to Oregon City. They could only take what was necessary, so their 120 wagons were full of food for the journey, clothes,

blankets, household equipment and small farm tools. The women and children walked beside[2] the wagons with their cows and dogs, while the men rode ahead[3] on horses.

The trip was long and hard. It took five months to travel the 2,000 miles west. Many became sick or died in accidents like falling under the wheels of the heavy wagons. Others drowned[4] during river crossings[5].

The pioneers who set off in May 1843 finally reached[6] Oregon City. Over the next twenty-five years, hundreds of thousands more pioneers travelled along the Oregon Trail to a new life in the west.

However, the land that pioneers travelled through belonged to many different Native American tribes who had lived there for thousands of years. In the beginning it seemed as if the Native Americans and the settlers could live peacefully, and they even traded with each other. But as more settlers came, the problems grew.

The settlers spread diseases and up to 90% of Native Americans died in some places. Those who were left had to do what the U.S. government wanted: give up their lands to the settlers. If the tribes did not, there was violence. The government's plan was to make them sign treaties[7], or go to war, and finally put them on reservations. But nearly every treaty has been broken by the government, and there are still fights over treaties in U.S. courts today.

**2)** *• The trip was long and hard. (It took five months to travel the 2,000 miles west.) They could only take what was necessary and they had to walk a lot. • Many of the settlers became sick or died in accidents like falling under the wheels of the heavy wagons. Others drowned during the river crossings. • The settlers spread diseases and up to 90% of Native Americans died in some places. Those who were left had to give up their lands to the settlers. If they did not, there was violence / war. They were put on reservations.*

**3** **The pioneers**

**Imagine you are one of the pioneers. Write a short diary entry for a day on the journey or after the arrival in Oregon City. What did you experience? How did you feel?**

[1](to) **set off** [set ˈɒf] *aufbrechen, starten* [2]**beside** [bɪˈsaɪd] *neben* [3]**ahead** [əˈhed] *voran, voraus* [4](to) **drown** [draʊn] *ertrinken*
[5]**crossing** [ˈkrɒsɪŋ] *Überquerung* [6](to) **reach (a place)** [riːtʃ] *(einen Ort) erreichen* [7]**treaty** [triːti] *Vertrag*

# TF3 SONG You got to run (Spirit of the wind)

*(by Buffy Sainte-Marie[1] & Tanya Tagaq)*

[1] ['bʌfi seɪnt mə'ri:]

## 1 The music

2.14

**Read the information about the two musicians. Then listen to the song. Describe the type of music and what instruments you hear. Can you hear the throat singing[1]?** Wordbank 1 → p. 114

Americana Music Honors and Awards show on Sept. 16, 2015, in Nashville, Tennessee

**Buffy Sainte-Marie** is a singer-songwriter who was born in Canada, but grew up in the USA. She taught herself to play the piano and guitar and began her career playing and singing on Native American reservations in the USA and Canada.

## 2 The lyrics

2.14

**Listen and read the lyrics. What is this song about? Choose the best description and find examples in the song.**

**A** It's about getting away from your roots.
**B** It's about freedom and being yourself.
**C** It's about the power of nature.

*Chorus (2x):*
*Whether you're woman or whether you're man*
*Sometimes you got to take a stand[3]*
*Just because you think you can*
*Oh you got to run, you got to run*

Trying against the odds[4] you're in a trance
Say who did you think you are to have a chance
You're a no one, from a place
Where everyone knows your face
The come and go way they know the sun
So you better hang on[5] and hey you better run
Cause here's your chance and your race has begun.

Down in a hole
You feel like two different people in your soul
Feel like a loser, until you see
That as you bend[6]
You learn to be your own best friend
And you learn how and you learn when
To take a chance on the spirit of the wind.

Canada Day celebrations on July 1, 2007, in Ottawa

**Tanya Tagaq** is an Inuit throat singer from Canada. She is famous for her throat singing which you can only find among[2] the Inuit people. Singers make the sounds by breathing in and out.

*Chorus*

Babe, ain't we been down
We've been so broke[7] been so low I kissed the ground
But you can see yourself a winner beyond[8] the money and the greed[9], beyond the pride is a pure untested need
To be a champion is more than luck and speed
It's power and freedom in the spirit of the wind.

**2)** *B It's about freedom and being yourself.*
*Examples/Verses from the song:*
*• You got to take a stand. (line 3) • You learn how and you learn when to take a chance on the spirit of the wind. (lines 18–19)*
*• You can see yourself a winner ... (line 23) • To be a champion is more than luck and speed / It's power and freedom in the spirit of the wind (lines 27–30)*

[1] **throat singing** ['θrəʊt sɪŋɪŋ] *Kehlkopfgesang* [2] **among** [ə'mʌŋ] *unter, zwischen (mehreren Personen oder Dingen)*
[3] (to) **take a stand** *Stellung beziehen* [4] **against the odds** [ɒd] *allen Widrigkeiten zum Trotz* [5] (to) **hang on** [hæŋ 'ɒn] *durchhalten* [6] (to) **bend** [bend] *sich verbiegen* [7] **broke** *pleite* [8] **beyond** [bɪ'jɒnd] *jenseits* [9] **greed** [gri:d] *Gier, Habsucht*

## TF4 STORY Divergent[1] *(by Veronica Roth[1])*

Unit 3

### 1 The factions[2]

*Beatrice Prior lives in a Chicago of the future, a dystopian[3] society[4]. People are divided into 'factions', groups which are based on personality. The factions have different beliefs, clothes, lifestyles and traditions and don't usually mix with each other. Beatrice's family belongs to* ***Abnegation***[5] *where people are selfless. The other four factions are* ***Amity***[6] *(peaceful),* ***Candor***[7] *(honest),* ***Erudite***[8] *(intelligent) and* ***Dauntless***[9] *(brave). When children are sixteen, they have to choose a faction. Usually they choose the faction of their parents. If they choose a different faction, they are seen as traitors*[10]*. Today it is the turn of Beatrice*[2] *and her brother Caleb*[3]*.*

**Discuss these questions.**

1 People in the factions with the same personality live and work together. Is this a good or bad idea? Why?

2 The children are sixteen. Do you think they are old enough to make a decision about the rest of their lives?

**2)** *• Caleb changes factions: from Abnegation to Erudite. • Tris feels that she should stay with her parents who belong to the faction of Abnegation (especially after Caleb left). But in the end she chooses Dauntless.*

### 2 The choice

**Read the story. What choice does Caleb make? What choice does Tris[4] think she should make? What does she choose?**

[1][vəˈrɒnɪkə rɒθ] [2][ˈbɪətrɪs] [3][ˈkeɪleb] [4][trɪs]

The room is arranged in concentric circles. On the edges[11] stand the sixteen-year-olds of every faction.

We arrange ourselves in alphabetical order, according to the last names we may leave behind today. I stand between Caleb and Danielle Pohler, an Amity girl with rosy cheeks and a yellow dress. Rows of chairs for our families make up the next circle. They are arranged in five sections[12], according to faction. This year it is Abnegation's responsibility to conduct[13] the ceremony. Marcus will give the opening address and read the names in reverse[14] alphabetical order. Caleb will choose before me.

In the last circle are five metal bowls. There is something in each one that represents each faction: gray stones for Abnegation, water for Erudite, earth for Amity, lit coals[15] for Dauntless, and glass for Candor. When Marcus calls my name, I will walk to the center of the three circles. I will not speak. He will offer me a knife. I will cut into my hand and sprinkle my blood into the bowl of the faction I choose. My blood on the stones. My blood sizzling on the coals. Before my parents sit down, they stand in front of Caleb and me. My father kisses my forehead[16] and claps Caleb on the shoulder, smiling. "See you soon," he says. Without a trace of doubt[17]. My mother hugs me. She holds me for what feels like a long time, even after I let my hands fall. Before she pulls away, she turns her head and whispers in my ear, "I love you. No matter what.[18]"

I frown at her back as she walks away. She knows what I might do. She must know, or she wouldn't feel the need to say that. Caleb grabs my hand, squeezing my palm[19] so hard it hurts, but I don't let go. We need each other's strength[20] now.

Marcus clears his throat[21] into the microphone. "Welcome," he says. "Welcome to the Choosing

[1]**divergent** [daɪˈvɜːdʒənt] *gegensätzlich* [2]**faction** [ˈfækʃn] *(Splitter-)Gruppe* [3]**dystopian** [dɪsˈtəʊpiən] *dystopisch (fiktional, in der Zukunft spielend, sehr negativ)* [4]**society** [səˈsaɪəti] *Gesellschaft* [5]**abnegation** [æbnɪˈgeɪʃn] *Verzicht, Selbstverleugnung* [6]**amity** [ˈæməti] *Freundschaft(lichkeit)* [7]**candour** *(AE: candor)* [ˈkændə] *Ehrlichkeit, Offenheit* [8]**erudite** [ˈerudaɪt] *gelehrt, gebildet* [9]**dauntless** [ˈdɔːntləs] *furchtlos* [10]**traitor** [ˈtreɪtə] *Verräter/in* [11]**edge** [edʒ] *Rand, Kante* [12]**section** [ˈsekʃn] *Abschnitt* [13](to) **conduct** [kənˈdʌkt] *durchführen, leiten* [14]**reverse** [rɪˈvɜːs] *umgekehrt* [15]**coal** [ˈkəʊl] *Kohle* [16]**forehead** [ˈfɔːhed] *Stirn* [17]**doubt** [daʊt] *Zweifel* [18]**No matter what.** [ˈmætə] *Egal, was passiert.* [19]**palm** [pɑːm] *Hand(fläche)* [20]**strength** [streŋθ] *Stärke, Kraft* [21](to) **clear your throat** [klɪə] *räuspern*

Ceremony. Welcome to the day we honor[1] the democratic philosophy of our ancestors, which tells us that every man has the right to choose his own way in this world." I squeeze Caleb's fingers as hard as he is squeezing mine. "Our dependents[2] are now sixteen. It is now up to them to decide what type of people they will be."

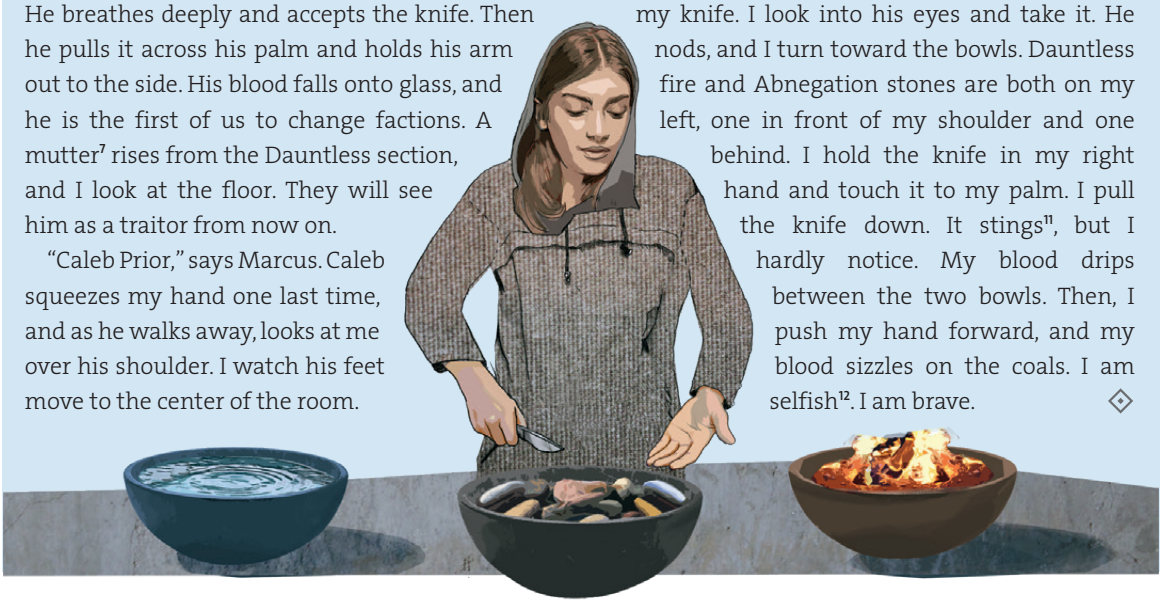
Marcus reads the first names. One by one[3], each sixteen-year-old steps out of line and walks to the middle of the room. The first girl to choose decides on Amity, the same faction from which she came. I watch her blood droplets[4] fall on soil[5], and she stands behind their seats alone. The room is constantly moving, a new name and a new person choosing, a new knife and a new choice. I recognize most of them, but I doubt they know me. "James Tucker," Marcus says. James Tucker of the Dauntless is the first person to stumble[6] on his way to the bowls. When he stands in the center, he looks from the Dauntless bowl to the Candor bowl—the orange flames that rise higher each moment, and the glass reflecting blue light. Marcus offers him the knife. He breathes deeply and accepts the knife. Then he pulls it across his palm and holds his arm out to the side. His blood falls onto glass, and he is the first of us to change factions. A mutter[7] rises from the Dauntless section, and I look at the floor. They will see him as a traitor from now on.

"Caleb Prior," says Marcus. Caleb squeezes my hand one last time, and as he walks away, looks at me over his shoulder. I watch his feet move to the center of the room.

His hands accept the knife from Marcus, and one presses the knife into the other. Then he stands with blood in his palm. He breathes out. And then in. And then he holds his hand over the Erudite bowl, and his blood drips into the water, turning it a deeper shade of red. I can hardly think straight. My brother, my selfless brother, a faction transfer? My brother, born for Abnegation, Erudite?

The Abnegation, normally so peaceful, speak to one another in whispers and glare[8] across the room at the faction that has become our enemy. "Excuse me," says Marcus, but the crowd doesn't hear him. He shouts, "Quiet, please!" The room goes silent[9]. I hear my name. Halfway to the bowls, I am sure that I will choose Abnegation.

I look at Caleb, who now stands behind the Erudite. He stares back at me and nods a little, like he knows what I'm thinking, and agrees. But what choice do I have, now that he left us and I'm the only one who remains[10]? He left me no other option. I will be the child that stays; I have to do this for my parents. I have to. Marcus offers me my knife. I look into his eyes and take it. He nods, and I turn toward the bowls. Dauntless fire and Abnegation stones are both on my left, one in front of my shoulder and one behind. I hold the knife in my right hand and touch it to my palm. I pull the knife down. It stings[11], but I hardly notice. My blood drips between the two bowls. Then, I push my hand forward, and my blood sizzles on the coals. I am selfish[12]. I am brave.



2.15 **3 After the ceremony**

**Why did Caleb and Beatrice change factions? Listen and find out. If you want to know what happens later in the story, watch the film.**

**4 Your choice**

**Imagine you have to choose one of the factions. Decide which one you would choose and why. Tell your partner.**

[1](to) **honour** *(AE: honor)* ['ɒnə] *ehren* [2]**dependent** [dɪ'pendənt] *(finanziell) abhängige/r Angehörige/r* [3]**one by one** *der Reihe nach* [4]**droplet** ['drɒplət] *Tröpfchen* [5]**soil** [sɔɪl] *Erde, (Erd-)Boden* [6](to) **stumble** ['stʌmbl] *stolpern* [7]**mutter** ['mʌtə] *Gemurmel* [8](to) **glare** [gleə] *(wütend) (an)starren* [9]**go silent** ['saɪlənt] *still werden* [10](to) **remain** [rɪ'meɪn] *(übrig) bleiben* [11](to) **sting** [stɪŋ] *stechen, brennen* [12]**selfish** ['selfɪʃ] *egoistisch*

# TF5 STORY The adventures[1] of Huckleberry Finn[1]

*(by Mark Twain[2])*



## 1 The book

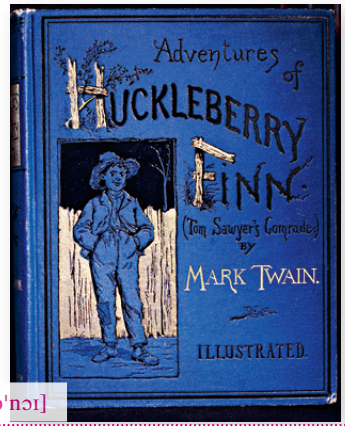
**Read the information about the book. Find out …**

1 why the book is read in most American high schools.
2 who the two main characters in the book are.
3 why people have criticized[2] the book.

Mark Twain (1835–1919)

***The adventures of Huckleberry Finn*** by Mark Twain is a classic American novel[3]. Its important topics of slavery and race mean that it is on the reading lists of most American high schools. It was published[4] in 1855, but the setting of the story is fifty years before that in the Deep South. At this time in the south, slaves were seen as property.

**Huckleberry Finn** is about 14 years old and has run away from his father who drinks and often beats him. He stayed for a while with **Widow[5] Douglas** who was good to him. Now Huck is travelling with Jim, a slave who belongs to **Miss Watson**, the sister of Widow Douglas. Jim had heard Miss Watson say she wanted to sell him to a man in New Orleans for 800 dollars, so he ran away. Huck and Jim are sailing on a raft along the Mississippi river to Cairo, a small town in Illinois[3] where Jim can become a free man. Mark Twain was against slavery. However, ***The adventures of Huckleberry Finn*** is controversial[6] because Mark Twain used racist[7] language and because in some ways Jim is a stereotype of a black man. In 2011 a new edition[8] of the book was published without the racist language.




[1]['hʌklbəri 'fɪn] [2][maːk 'tweɪn] [3][ɪlə'nɔɪ]

## 2 The story

**Read the story. When do they get to Cairo?**

**1)** *1 The book is read in most American high schools because it covers the important topics of slavery and race.*
*• 2 The two main characters are Huckleberry Finn, a 14-year-old boy who ran away from home, and Jim, a slave who ran away from his owner, Miss Watson (because she wanted to sell him to a man in New Orleans).*
*• 3 People have criticized the book for its racist language and because in some ways Jim can be seen as a stereotype of a black man.*

**2)** *They don't get to Cairo at all.*

### Trying to find Cairo

2.16

**1 …**

We slept most of the day and started travelling again that night. We talked about Cairo and wondered[9] if we would recognize it when we reached it. I said that we might not recognize it in the dark because I had been told that it was a small town with only a few houses. Jim said that we would surely be able to recognize where a river as large as the Ohio[4] River joined the Mississippi. I wasn't certain[10] about this. Jim began to worry, but then he thought that he would surely feel different when we were near Cairo because he would

[4][əʊ'haɪəʊ]

[1]**adventure** [əd'ventʃə] *Abenteuer* [2](to) **criticize** ['krɪtɪsaɪz] *kritisieren* [3]**novel** ['nɒvl] *Roman* [4](to) **publish** ['pʌblɪʃ] *veröffentlichen* [5]**widow** ['wɪdəʊ] *Witwe* [6]**controversial** [kɒntrə'vɜːʃl] *kontrovers, umstritten* [7]**racist** ['reɪsɪst] *rassistisch* [8]**edition** [ɪ'dɪʃn] *Ausgabe (Buch, Zeitschrift)* [9](to) **wonder** ['wʌndə] *sich fragen* [10]**certain** ['sɜːtn] *sicher*

then be a free man. If we missed[1] Cairo, we would be in slave country again and he would have lost his one chance to be free.

Each time Jim saw even a small light, he began to shake with excitement. He knew that he was very nearly a free man. Suddenly, I began to shake as I listened to him talk, for I realized[2] that he was nearly free, and who was responsible for that? I was. I had never really thought clearly about what I was doing, but now I worried about it more and more. I did not really steal Jim from Miss Watson, but I knew that he was running away from her – I should have stopped him. Miss Watson had never done me harm[3]. Why was I helping her lose property that was worth[4] 800 dollars?

**2 ...** 2.17

Jim talked out loud about freedom, while I worried quietly and tried to decide what I should do. Jim said that the first thing that he would do when he was a free man in a Free State was work and save every cent of his money until he had enough to buy his wife out of slavery. Then they would both work until they could buy their two children, or maybe they would get somebody to steal the children for them.

I became sick with guilt when I heard Jim say those words. He would never have dared talk of stealing his children before and was saying that now only because he felt he was almost free. I was helping Jim run away and he was talking about stealing his children – children who belonged to a man that I had never met, a man who had never done me harm.

I felt so guilty that I told myself that I would go to shore the first time I saw light and tell someone about Jim. I knew that was the correct thing to do. I felt much better.

After some time, Jim called out, "We're safe. I see a light and that means we have reached Cairo."

"I'll get into the canoe and go to see if we are in Cairo. You could be mistaken."

Jim got the canoe ready and put his old coat[5] in the bottom for me to sit on. As I began to row, he said, "Soon I'll be shouting for happiness. I'll owe my freedom to you, Huck. I'll never forget you; you're the best friend I've ever had. And you're the only friend I have now."

I was rowing quickly, eager[6] to tell someone that Jim was a runaway slave, but when I heard Jim's praise of me, I slowed my rowing down. What should I do? I no longer knew.

Jim shouted, "There goes my good friend, Huck, the only white man who ever kept his promise to old Jim."

My stomach felt sick when I heard those words.

**3 ...** 2.18

At that moment a boat came near with two men in it, each holding a gun. I stopped.

One of the men asked, "Is that raft yours?"

"Yes, sir."

"Are there any men on it?"

"Only one, sir."

"Five black slaves ran away tonight from a man who lives further up the river. Is your man white or black?"

I tried to answer, but the words would not come. I knew what I had planned to say, but I was weakening.

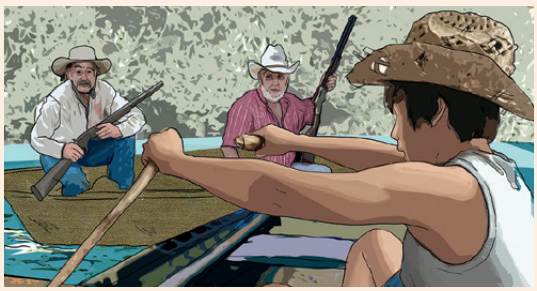
"He's white."

"We'll go to your raft to check for ourselves."

"I wish you would," I said quickly. "My Pap is on the raft, along with my mother and sister. They are all very sick with a serious disease that has caused many people to die. No one else has wanted to come near them."

The men stopped rowing. I started to cry. "Please, help my family. They'll all die. Don't leave like all the others have."

"We're sorry to learn about your family, but we don't want to get sick. Other men will be along



[1](to) **miss** [mɪs] *nicht treffen, nicht erreichen* [2](to) **realize** [ˈriːəlaɪz] *etwas erkennen, sich einer Sache bewusst werden* [3]**harm:** (to) **do sb. harm** [hɑːm] *jm. etwas (an)tun* [4]**worth** [wɜːθ] *wert* [5]**coat** [kəʊt] *Mantel, Jacke* [6]**eager** [ˈiːgə] *bestrebt, darauf aus*

► KV 56

soon. Ask them for help, but don't tell them about the sickness in your family. Just stay away from our boat. I'll float[1] a twenty dollar gold piece to you on a board. I hate to leave you, but the money should help." The second man said, "Let me add a second twenty dollar gold piece to that board. I hope your family will get better. And if you see any runaway slaves, get help and catch them. We earn a lot of money catching runaway slaves."

"Goodbye, sirs," said I. "If I see any runaway slaves, I'll catch them."

2.19 **4 …**

After they left, I went back to the raft feeling sad; I knew that I had done wrong. But then I said to myself, "If I had done the right thing and told the men about Jim, would I feel better now? No, I would feel just as guilty as I do now. Whatever[2] I do, I'll feel guilty. I'm going to stop worrying."

I went into the tent on the raft, but Jim wasn't there. I called out, "Jim!"

"Here I am, Huck." Jim was in the river, with just his nose above the water. I told him that the men were gone and he could return[3] to the raft.

"I listened to what you said to those men, Huck. That was a clever trick."

I gave Jim one of the twenty dollar gold pieces and he said that was enough money to pay for our boat trip up the Ohio River to freedom. He thought that we were about twenty miles away from Cairo, but the night was ending and we had to find a place to hide the raft.

We spent the day putting our supplies[4] in blankets and tying them together. We had everything prepared for leaving the raft. That night we saw lights from a town, and I rowed the canoe to shore to ask the name of the town. I met a man fishing from his boat and asked, "Is this the town of Cairo?"

"Cairo? No. You must be a fool."

I returned to the raft. Jim was very disappointed, but I said that I was certain Cairo would be the next town.

We passed another town just before daylight. The town was built on some high hills, but Jim said that the country around Cairo was very flat. We sat through the whole day without talking much. We both knew that something was wrong. We should have reached Cairo by now. Finally I said, "Maybe we passed Cairo in the fog at night."

"Don't talk about it," said Jim in the saddest voice that I have ever heard. "I've never had good luck[5]."

We talked about the problem. We knew that we couldn't turn the raft around and travel up the river because all rafts travel downstream only. All we could do was wait until dark, leave the raft, and row the canoe up the river to Cairo. We slept all day hidden in some bushes so that we wouldn't be tired for rowing. When we returned to the raft, the canoe was gone! We didn't speak.

We knew that we now had no other choice. We had to continue travelling south, deeper into slave territory.

**3 Parts of the story** 3) 1 d • 2 a • 3 e • 4 c

**Match the headings to the correct parts of the story (1–4). There is one heading that you do not need.**

a Right or wrong?
b Huck and Jim get into an argument
c Lost on the river
d On the way to freedom
e Huck saves Jim

**4 WORDS What do they mean?**

**Find the words in the text and work out the meaning. (Page 70 can help you.)**

schwächer werden

1 guilt (line 35) Schuld
2 shore (line 44) Ufer
3 mistaken (line 50)
4 to row (line 52) rudern
5 praise (line 59) Lob
6 to weaken (line 76)
7 sickness (line 90) Krankheit, Seuche
8 flat (line 135) flach
9 downstream (line 146)
10 bush (line 149) Busch

sich täuschen, unrecht haben

flussabwärts (mit der Strömung)

[1](to) **float** [fləʊt] *auf die Wasseroberfläche setzen* [2]**whatever** [wɒtˈevə] *was (auch) (immer)*
[3]**return** [rɪˈtɜːn] *zurückkommen* [4]**supplies** *(pl)* [səˈplaɪz] *Vorrat, Vorräte* [5]**good luck** [gʊd ˈlʌk] *Glück*

► KV 56

## 5 What happened?

**Choose the correct answers.**

1 Huck and Jim are travelling ...
- A at night in a canoe.
- B at night on a raft.
- C during the day on a raft.
- D during the day in a canoe.

2 At the beginning Huck thinks ...
- A he is right to help Jim to become free.
- B Jim is right to steal his children.
- C he should tell somebody that Jim is a runaway slave.
- D Jim is his friend.

3 Huck feels sick in his stomach because ...
- A he hasn't eaten for a long time.
- B Jim believes in him.
- C it's hard to row the canoe.
- D they will soon be in Cairo.

4 The two men in the boat ...
- A are looking for Jim.
- B pay money for runaway slaves.
- C have a disease.
- D are worried about getting sick.

5 When he gets back to the raft ...
- A Jim is waiting for him on the raft.
- B Huck still feels guilty.
- C Jim and Huck go fishing.
- D Jim and Huck sleep all day.

6 They can't go to Cairo because ...
- A the raft can only go upstream.
- B they can't get upstream.
- C someone has stolen the raft.
- D Jim is too sad.

## 6 Huck and Jim

**Discuss the questions.**

1 At the beginning of the story, how does Huck see Jim? Why?
2 How does Jim see Huck in the story?
3 How does the relationship between them change and why?
4 How do you think Jim feels when they can't go to Cairo?
5 Did you enjoy the story? Why (not)?

For Huck, Jim is ...
Jim thinks Huck is ...
After Huck meets the men in the boat, ...
Jim feels ... because ...
I enjoyed / didn't enjoy the story because ...

**6)** *1 For Huck, Jim is a slave who he helped run away. At the beginning of the story, Huck is worried because he thinks that by helping Jim, he made Miss Watson 'lose property that was worth 800 dollars' (lines 24–25). Huck doesn't know what to do and thinks about telling someone that Jim is a runaway slave. • 2 Jim thinks Huck is the only white person he can trust. • 3 After Huck meets the men with the guns in the boat, he feels more like a friend towards Jim because he sees that Jim is in real danger and he decides to save him. • 4 Jim feels sad and hopeless because he can't be a free man and free his family. • 5 I enjoyed the story because I like adventures / ... / I didn't enjoy the story because ...*

## 7 The end

**Read how the book ends. Is this the ending that you expected? If it is, explain why. If not, describe your idea for the ending.**

On their way back south, Jim and Huck have some strange adventures. But in the end Jim finds out that he is not a slave any more. Miss Watson has died and in her will[1] she has made Jim a free man. Huck meets with his old friend Tom Sawyer and Tom's aunt offers to adopt Huck. But Huck decides he doesn't want a 'normal' life and starts on a new adventure in the west.

[1] **will** [wɪl] *Testament*

# TF6 ARTICLE Life in the Arctic



## 1 Lucy's life

**a** Look at the photos. What do you think Lucy's way of life is like?

**1a)** *I think she lives in a cold place with lots of snow, so I guess her life is quite hard. The town looks very small and lonely and the houses are small and colourful. She or her family go hunting and fishing. It seems that she spends a lot of time outside / in nature.*

**b** Read the article. What does Lucy like or not like about her life?

2.20

Lucy Ninguik[1] lives in Kuujjuaq[2], the biggest Inuit community[1] in Nunavik[3] in the north of the province of Quebec. The village is on the Koksoak[4] River – Kuujjuaq means 'Great River' in Inuktitut. About 2300 people live here, with sixty per cent of the people under thirty years old. There are no roads to Kuujjuaq, but there's an airport which connects it to local airports and Montreal[5] – two and a half hours away by plane.

[1]['lu:si 'nɪŋgʊɪk] [2]['ku:dʒʊʌk] [3]['nʊnəvɪk] [4]['kɒksəʊʌk] [5][mɒntri'ɔ:l]

What's it like living in the cold north? 'Actually, in the summer it gets a little warmer, it's about 10 degrees,' says Lucy, smiling. But in January, when the Hudson Bay to the east is frozen, the temperature is about –24°C and there are freezing winds.

Lucy's grandparents and other elders used to live off the land[2], but in the 1950s they were made to live in village communities by the government. Today three generations of Lucy's family live together in a small house. 'There's no space. I share a room with my three sisters and my brother sleeps on the couch. It's stressful,' explains Lucy. 'But in the summer, my family moves to our cabin in the wilderness to hunt. I love being there, I love being part of nature.'

Like other Inuit families, for Lucy's family hunting and fishing are part of the traditional way of life, and the family's main foods are fish and caribou[3] meat. The caribou migration path is nearby and local people also hunt and kill birds called *ptarmigan*[4]. In other areas Inuit hunt seals and whales.

'Some people say it's wrong to kill animals when we have stores where we can buy food,' says Lucy's father. 'But those people don't understand our history and our culture. Food from stores is expensive and unhealthy. We respect our land and when we kill an animal, we usually eat or use every part of it. For example, we eat a caribou's meat, use the skins to make winter clothes, burn the fat in lamps and use the bones and antlers[5] for knives and tools[6]. We only kill what we can eat and what we need to survive.'

**1b)** *In summer, she likes to live in their cabin in the wilderness and she loves being part of nature. She lives in a small house together with her family and she doesn't like the fact that there is no space and she has to share a room with her sisters in winter.*

## 2 Hunting

**Make notes on what the Inuit hunt and why. Then think of three reasons why some non-Inuit people think hunting is wrong. Discuss in what way Inuit hunting is different to other types of hunting (for example, killing animals for entertainment or for fur[7] or skins) and if hunting animals is necessary.**

[1]**community** [kəˈmju:nəti] *Gemeinde, Gemeinschaft* [2](to) **live off the land** *von dem leben, was die Natur / das Land hergibt*
[3]**caribou,** *(pl)* **caribou** [ˈkærɪbu] *Karibu (kanadisches Rentier)* [4]**ptarmigan** [ˈtɑ:mɪgən] *Alpenschneehuhn*
[5]**antlers** *(pl)* [ˈæntləz] *Geweih* [6]**tool** [tu:l] *Werkzeug* [7]**fur** [fɜ:] *Fell (Tier)*

## 1 When I was a kid

**Read *To this day*.**
**Choose the main topic.**

A food
B bullying
C family problems
D a misunderstanding[1]

**Shane Koyczan**[1] [ˈʃeɪn ˈkɔɪzʌn] is a spoken word poet and performer. He was born in the Northwest Territories in Canada. His mother was French and his father was of First Nations origin[2]. Shane grew up in British Columbia with his grandparents. *To this day* is his most famous spoken word poem about his experiences as a teenager and those of other teenagers. This is the first part of the poem.

# To this day

When I was a kid, I used to think
that pork chops[3] and karate chops[4]
were the same thing.
I thought they were both pork chops.
And because my grandmother thought it was cute,
and because they were my favorite,
she let me keep doing it.
Not really a big deal.

One day, before I realized[5] fat kids
are not designed to climb trees,
I fell out of a tree and bruised[6] the right side
of my body.

I didn't want to tell my grandmother about it
because I was scared I'd get in trouble
for playing somewhere I shouldn't have been.

A few days later the gym teacher noticed the bruise
and I got sent to the principal's office.

From there, I was sent to another small room
with a really nice lady who asked me
all kinds of questions about my life at home.
I saw no reason to lie.
As far as I was concerned[7], life was pretty good.
I told her, whenever I'm sad,
my grandmother gives me karate chops.

This led to a full-scale investigation[8],
and I was removed from the house for three days,
until they finally decided to ask
how I got the bruises.

News of this silly little story quickly spread
through the school,
and I earned my first nickname: Porkchop.

To this day, I hate pork chops.

## 2 Pork chops and karate chops

**Complete the sentences.**

1 Shane thought karate chops were *(the same as) pork chops.*
2 When he fell out of the tree, he didn't *tell his grandma about it.*
3 He told the people at school that his grandma *gave him karate chops whenever he was sad.*
4 They didn't ask him at first *how he got the bruises.*
5 He was taken away from *home / his grandmother.*

**3)** *1 They called him Porkchop because he mixed up karate chops and pork chops. • 2 He mentions that it was only his 'first nickname'. • 3 He used to love them. Now he doesn't like them anymore.*

## 3 The nickname

**Answer the questions.**

1 What nickname did other students give Shane? Why?
2 How do we know that this was only the start of bullying by them? (Look at lines 29–32.)
3 How did this experience change what Shane thought of pork chops?

## 4 Describing the poem

**Choose the word or words which you think best describe(s) this poem.**
**Then compare and explain why you chose it or them.**

angry • beautiful • critical • funny • sad • personal • positive • serious

[1]**misunderstanding** [mɪsʌndəˈstændɪŋ] *Missverständnis* [2]**origin** [ˈɒrɪdʒɪn] *Herkunft* [3]**pork chop** [ˈpɔːk tʃɒp] *Schweinekotelett* [4]**karate chop** [kəˈrɑːti tʃɒp] *Karateschlag, Handkantenschlag* [5](to) **realize** [ˈriːəlaɪz] *(sich) bewusst werden, erkennen* [6](to) **bruise** [bruːz] *prellen, blaue Flecken bekommen (an)* [7]**concerned: as far as I was concerned ...** [kənˈsɜːnd] *was mich betraf/anging, ...* [8]**full-scale investigation** [fʊl skeɪl ɪnvestɪˈgeɪʃn] *umfassende Untersuchung*

LF 1 Revision: Simple present and present progressive ..... 136
LF 2 Revision: Simple past and past progressive ..... 137
LF 3 Revision: Present perfect and present perfect progressive ..... 138
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LF 5 Subject and object questions ..... 141
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LF 15 *Can* and *must* and their substitutes ..... 152

**Grammatical terms** ..... 154


## LF1 Wiederholung: Einfache Form und Verlaufsform der Gegenwart — Revision: Simple present and present progressive

Unit 1 p. 14

Mit dem deutschen Satz **„Olivia spielt Geige“** kann man zwei verschiedene Dinge ausdrücken:

**1** Olivia beherrscht das Musikinstrument

oder

**2** Olivia ist gerade dabei, Geige zu spielen.

**(1)** Olivia plays the violin.

**(2)** Olivia is playing the violin.

Im Englischen musst du entweder das ***simple present*** oder das ***present progressive*** verwenden, je nachdem, was du sagen willst:

- Du verwendest das *simple present* für alles, was **regelmäßig** stattfindet (also für Gewohnheiten, Hobbys, routinemäßige Handlungen), und für **Dauerzustände** (also für alles, was immer so ist).
  Signalwörter: *always, usually, often, sometimes, never, every day, on Fridays, ...*

Do you **always** do your homework in the evening?
– No, I don't. I **often** do it in the afternoon.

My brother doesn't like reggae.

We all love Indian food.

- Du verwendest das *present progressive* für alles, was **gerade im Gang** (also noch nicht abgeschlossen) ist.
  Signalwörter: *now, at the moment, today, ...*

Are you doing your homework? –
No, I'm not. I'm reading a guide book **at the moment**. I'm planning a trip to Italy.

## LF 2 Wiederholung: Einfache Form und Verlaufsform der Vergangenheit

## Revision: Simple past and past progressive

Unit 1
p. 14

Auch bei ***simple past*** und ***past progressive*** musst du darauf achten, ob es sich um **abgeschlossene** Handlungen oder Ereignisse in der Vergangenheit handelt oder ob sie zu einer bestimmten Zeit in der Vergangenheit **gerade im Gang** (also noch nicht abgeschlossen) waren.

- Das *simple past* beschreibt, **wann etwas geschehen ist** oder **wann jemand etwas getan hat**. Die Handlung / Das Ereignis ist abgeschlossen.

- Mit dem *past progressive* drückst du aus, dass etwas **zu einer bestimmten Zeit in der Vergangenheit gerade im Gang** und **noch nicht abgeschlossen** war.

When the Watsons were visiting the One World Trade Center on Saturday afternoon, they got a phone call from Mr Watson's father. There was an emergency at home, and they had to fly back to Bristol the next day.

The Watsons arrived in New York City last Friday.

On Saturday morning, Mr Watson's mother had an accident.

What were the Watsons doing on Saturday afternoon?
– They were visiting the One World Trade Center.

Das *past progressive* wird oft verwendet, wenn man sagen will, was gerade vor sich ging, als etwas anderes geschah. Die andere Handlung steht im *simple past* – hier: *came in*).

The kids in room 8 were having a good time when suddenly Mrs Whitlam came in.

⚠ Beachte die Bedeutungsunterschiede:

– In **Satz 1** *(past progressive)* war Jason schon dabei, Tee zu kochen, als sie heimkam. Er hatte schon vorher begonnen.

– In **Satz 2** *(simple past)* begann Jason erst mit dem Teekochen, als sie heimkam.

**(1)** Jason was making tea when Emily came home.
*Jason war dabei, Tee zu kochen, als …*

**(2)** Jason made tea when Emily came home.
*Jason kochte Tee, als …*

## LF 3 Wiederholung: Einfache Form und Verlaufsform des *present perfect*

## Revision: Present perfect and present perfect progressive

### a Das *present perfect* (einfache Form)

Unit 1 p. 14

Die einfache Form des ***present perfect*** wird verwendet, um zu sagen, dass jemand etwas **irgendwann getan** hat oder dass etwas **irgendwann geschehen** ist.
Der Zeitpunkt wird nicht genannt, weil er unwichtig oder unbekannt ist.
Oft hat die Handlung **Auswirkungen auf die Gegenwart oder die Zukunft**.
In *present perfect*-Sätzen stehen häufig unbestimmte Zeitangaben wie *already, always, ever, just, never, often, recently, yet.*

⚠ Im Deutschen sind Perfekt und Präteritum oft austauschbar. Aber im Englischen musst du aufpassen, wenn du über die Vergangenheit sprichst!

– Jason möchte wissen, ob (nicht wann!) die Watsons schon einmal in New York waren. → *present perfect*

– Mrs Watson bejaht als Erstes die Frage. → *present perfect*
Dann fügt sie hinzu, **wann** das war:
*We went there **last October**.*
→ *simple past*

The present perfect (simple form)
Jeremy, have you tidied your room **yet**?
– Yes, I have, Mum.

Julie, can you empty the dishwasher, please?
– I've **already** emptied it, Mum. / I've **just** emptied it, Mum.

Have you been to New York City **recently**?
– Yes, we have. We've **just** come back.

Have you **ever** tried Indian food?
– No, I haven't.

**Jason:** Have you ever been to New York?
*Waren Sie schon mal in New York? / Sind Sie schon mal … gewesen?*
**Mrs W.:** Yes, we have. We went there **last October**.
*Ja. Wir sind letzten Oktober dort hingefahren.*

### b Die Verlaufsform des *present perfect*

Unit 1 p. 14

Das ***present perfect progressive*** wird verwendet, wenn etwas **in der Vergangenheit begann** und **bis in die Gegenwart andauert**. Die **Dauer** des Vorgangs wird besonders hervorgehoben.

⚠ Im Deutschen benutzen wir in solchen Fällen meist das **Präsens**. Im Englischen steht das ***present perfect progressive***.

**The present perfect progressive**
Rosa has been doing her homework all afternoon.
*Rosa **macht** schon den ganzen Nachmittag Hausaufgaben.*

She's been working very hard recently.
*Sie **arbeitet** sehr hart in letzter Zeit.*

## c Deutsch „seit“ – *since* und *for*

Unit 1 p. 14

Im Deutschen verwenden wir das Wort „seit“, um zu sagen, seit wann oder wie lange etwas schon andauert.

Im Englischen musst du zwischen *since* und *for* unterscheiden:

- Mit *since* gibt man einen Zeitpunkt an *(since three o’clock; since 2014; since May)*. *since* + Zeitpunkt drückt aus, **wann etwas begonnen hat** – Rosa hat um drei Uhr begonnen zu arbeiten.
- Mit *for* gibt man einen Zeitraum an *(for three hours; for years; for a long time)*. *for* + Zeitraum drückt aus, **wie lange etwas bereits andauert** – sie arbeitet schon zwei Stunden.

## d *Present perfect:* einfache Form und Verlaufsform im Vergleich

Unit 1 p. 14

- Das *present perfect progressive* wird verwendet, wenn es darum geht, dass eine Tätigkeit noch andauert: Harrys Band ist immer noch dabei, Songs aufzunehmen.
- Das *present perfect* wird verwendet, wenn es um das Ergebnis oder um die Auswirkungen geht: Sie haben schon vier Songs fertig aufgenommen.

⚠ **Vorsicht bei Zustandsverben:**
Sie stehen **nicht** im *present perfect progressive*! Du musst das *present perfect* verwenden, auch wenn der Zustand noch andauert.

**Zustandsverben** sind Verben, mit denen man über **Zustände** (z. B. *be, have, cost, seem, sound*), **Gedanken** (z. B. *believe, know, understand*) oder **Gefühle** (z. B. *like, love, hate*) spricht.

Beachte auch in diesen Fällen:
Präsens im Deutschen – *present perfect* im Englischen!

## German “seit” – *since* and *for*

It’s five o’clock now. Rosa **has been working** on her project since three o’clock.
*(starting point: three o’clock)*
*… Rosa arbeitet **seit drei Uhr** an ihrem Projekt.*

Rosa **has been working** on her project for two hours.
*(how long: two hours)*
*Rosa arbeitet **seit zwei Stunden** an ihrem Projekt.*

## Present perfect: simple form and progressive form in contrast

Harry’s band is in the recording studio.
They’ve been recording songs all day.
*… Sie nehmen schon den ganzen Tag Songs auf. (Sie sind immer noch dabei.)*

They’ve recorded four songs already.
*Sie haben schon vier Songs aufgenommen.*

We’ve been here all day. Can’t we go home now?
*Wir sind jetzt (schon) den ganzen Tag hier. …*

She’s had that car since 2010.
*Sie hat dieses Auto (schon) seit 2010.*

He’s known her for years.
*Er kennt sie (schon) seit Jahren.*

I’ve loved cats since I can remember.
*Ich liebe Katzen, seit ich denken kann.*

***Never:*** He ~~knows her for years~~.
She ~~has that car since 2010~~.

# LF 4 Wiederholung: Fragen — Revision: Questions

## a Entscheidungsfragen und Fragewortfragen

Unit 1
pp. 14–15

- **Entscheidungsfragen** kann man mit ***yes*** oder ***no*** beantworten.
  Am Ende von Entscheidungsfragen geht die Stimme in der Regel nach oben.
- **Fragewortfragen** beginnen mit einem **Fragewort** (z. B. *what, when, where, why, how, how long, how many*).
  Am Ende von Fragewortfragen geht die Stimme in der Regel nach unten.

## *Yes/No* questions and questions with question words

Can you tell us something about yourself?
– Yes, I can. / No, I can't.
Have you told your friends where you live?
– Yes, I have. / No, I haven't.
How long have you lived in the shelter?
– For nearly a year.
Why is your family in the shelter?
– Because my dad died two years ago.

## b Wortstellung in Fragesätzen

Unit 1
pp. 14–15

In **Fragesätzen** steht das Hilfsverb *(auxiliary verb)* **vor dem Subjekt**. Das Vollverb steht – wie im Aussagesatz – nach dem Subjekt.

**Fragewörter** stehen – wie im Deutschen – **am Anfang** des Satzes.

⚠ Beachte die folgenden **Besonderheiten**:
- Im ***simple present*** und im ***simple past*** verwendet man in Fragesätzen eine Form des Hilfsverbs ***do*** *(do/does/did)*. Das Vollverb steht im Infinitiv *(feel, do, have)*.
- In Fragen mit ***am/is/are/was/were*** tauschen Subjekt und Verb die Stellung. Das Hilfsverb *do* wird nicht verwendet.

## Word order in questions

Are **you** doing OK at school, Diego?
Can **Diego** study for school while he's in the shelter?
Has **Diego** told Caleb where he lives?

What have you told your friend, Diego?
When did Diego's father die?

How do you **feel** about living in the shelter?
What did you **do** then?
Does Diego **have** a friend who helps him?

**Are you** OK to continue, Diego?
**Is it** very noisy in the shelter?
**Were you** frightened?

## LF 5 Fragen nach dem Subjekt und dem Objekt — Subject and object questions

Unit 1
pp. 18–19

Du weißt bereits, dass in Fragesätzen in der Regel ein **Hilfsverb vor dem Subjekt** steht (siehe LF 4, S. 138).

Wenn man nach dem Subjekt eines Aussagesatzes fragt (Frage: **„Wer oder was?“**), tritt das Fragewort an die Stelle des Subjekts. Die Wortstellung ist wie im Aussagesatz: **Subjekt + Verb**.
Vergleiche die Aussagesätze und die Fragen rechts.

**Can we** go on the Big Apple food tour?
**Do you** know where the tour starts?
When **does the tour** start?

| | S | V |
|---|---|---|
| Aussagesatz | **A tour guide** | **leads** the tour. |
| Frage | **Who**<br>*Wer* | **leads** the tour?<br>*leitet die Tour?* |
| Aussagesatz | **A lot** | **happened** on the tour. |
| Frage | **What**<br>*Was* | **happened** on the tour?<br>*geschah auf der Tour?* |

⚠ Mit ***who***, ***what*** und ***which*** kann man nach dem **Subjekt (1)** oder nach dem **Objekt (2)** eines Satzes fragen.

Fragen nach dem Subjekt („Wer **oder was?“**-Fragen) bildet man **ohne** ***do/does/did***.

Fragen nach dem Objekt („Wen/Wem **oder was?“**-Fragen) bildet man **mit** ***do/does/did***.

(1) Who lives in those buildings?
*Wer wohnt in den Gebäuden dort?*
What happened on the tour?
*Was geschah auf der Tour?*
Which bus goes to Times Square?
*Welcher Bus fährt zum Times Square?*

(2) Who did **you** meet on the tour?
*Wen habt **ihr** auf der Tour getroffen?*
What do **we** eat on the tour?
*Was essen **wir** auf der Tour?*
Which bus do **we** have to take?
*Welchen Bus müssen **wir** nehmen?*

Nicht verwechseln:
***Who loves you?*** „Wer liebt dich?“
***Who do you love?*** „Wen liebst du?“

Ich merke mir das so: Wenn *who* **„wer“** bedeutet, wird die Frage ohne *do/does/did* gebildet.

## LF 6 Wiederholung: *if*-Sätze, Typ 1 und 2

## Revision: *if*-sentences, types 1 and 2

***if*-Sätze** bestehen aus zwei Teilen: einem **Nebensatz**, der mit ***if*** eingeleitet wird, und einem **Hauptsatz**.

### a *if*-Sätze, Typ 1

Unit 2 pp. 30–31

***if*-Sätze** vom **Typ 1** sind **„Was ist, wenn …"**-Sätze.

Der Nebensatz mit *if* nennt eine Bedingung („Wenn …"). Im Hauptsatz steht, was unter dieser Bedingung geschieht („dann …"). Daher werden *if*-Sätze auch **Bedingungssätze** genannt.

Beachte:

- Wenn der Satz mit dem Hauptsatz beginnt, steht vor dem Nebensatz mit *if* kein Komma.
- Nicht verwechseln:
  ***if*** = „wenn", „falls"
- ***when*** = „wenn", „sobald"

### *if*-sentences, type 1

**If you read this book, you'll learn a lot about Native Americans.**

| | |
|---|---|
| Bedingung („wenn") | **If you read this book,** … *Wenn du dieses Buch liest, …* |
| Folge („dann") | … **you'll learn a lot.** *… wirst du eine Menge lernen.* |

You'll learn a lot **if** you read this book.

**If I see her**, I'll tell her.
*(Es ist nicht sicher, ob ich sie sehen werde.)*

**When I see her**, I'll tell her.
*(Ich weiß bereits, dass ich sie sehen werde.)*

Bei *if*-Sätzen vom **Typ 1** steht im **Nebensatz** das *simple present*.

Im **Hauptsatz** steht
- das *will*-future **(1)**,
- ein Modalverb + Infinitiv **(2–4)** oder
- eine Befehlsform (Imperativ) **(5)**.

⚠ Vorsicht: Im Nebensatz darf **nicht** das ***will***-future stehen!

| | *if*-clause | main clause | |
|---|---|---|---|
| simple present | If we invite the students to our school, | **(1)** they'll see what our lives are like. | *will*-future |
| | | **(2)** we can give them a tour of the pueblo.<br>**(3)** we could show them a video.<br>**(4)** they might understand us better. | *can/could/might/should* + infinitive |
| | If you want to know more about the Kewa, | **(5)** read this book. | imperative |

## b *if*-Sätze, Typ 0

Unit 2
pp. 30–31

Manche *if*-Sätze beschreiben, was **immer gilt** („was unter bestimmten Bedingungen immer geschieht"). In solchen **allgemeingültigen** *if*-Sätzen steht sowohl im Nebensatz als auch im Hauptsatz das *simple present*.
Diese Art von *if*-Satz wird als **Typ 0** bezeichnet.

### *if*-sentences, type 0

**People move away if there are no jobs.**

**If it is very cold, water turns to ice.**

**If you mix red and yellow, you get orange.**

## c *if*-Sätze, Typ 2

Unit 2
pp. 30–31

***if*-Sätze** vom **Typ 2** sind **„Was wäre, wenn …"**-Sätze.
Der Nebensatz mit *if* nennt eine Bedingung, und im Hauptsatz steht, was unter dieser Bedingung geschehen würde oder geschehen könnte.

Bei diesen *if*-Sätzen hält es der Sprecher/die Sprecherin für **unwahrscheinlich**, dass die Bedingung erfüllt wird (**Satz 1**), oder die Bedingung ist **nicht erfüllbar** (**Satz 2**).
Es handelt sich immer nur um **Annahmen**.

### *if*-sentences, type 2

Bedingung („wenn") **If there were more jobs, …**
*Wenn es mehr Jobs geben würde, …*

Folge („dann") **… more people might stay.**
*… würden vielleicht mehr Leute bleiben.*

**(1)** **If** more people helped us, we'd (= we would) have a chance to change people's lives.
*Wenn uns mehr Leute helfen würden, hätten wir eine Chance, das Leben der Menschen zu verändern.*

**(2)** **If** I were you, I would read this book.
*Wenn ich du wäre, würde ich dieses Buch lesen.*

Bei *if*-Sätzen vom **Typ 2** steht im **Nebensatz** das *simple past*.

Im **Hauptsatz** steht
- *would* + Infinitiv **(1)**,
- *could* + Infinitiv **(2)** oder
- *might* + Infinitiv **(3)**.

⚠ Vorsicht: Im Nebensatz darf **nicht** ***would*** stehen!

| | *if*-clause | main clause | |
|---|---|---|---|
| simple past | If more people helped us, | **(1)** we would have a chance to change people's lives. | *would* + infinitive |
| | | **(2)** we could raise more money. | *could* + infinitive |
| | | **(3)** life in the pueblo might get better. | *might* + infinitive |

Beachte die Redewendung ***If I were you, …***
Oft werden **Ratschläge** mit dieser Wendung eingeleitet.

**If I were you,** I'd join the breakfast club.
*Wenn ich du wäre, würde ich in den Frühstücksklub eintreten.*

## LF 7 Reflexivpronomen — Reflexive pronouns

### a Formen

Unit 2 pp. 34–35

**Reflexivpronomen** enden
– im **Singular** auf ***-self*** [-self] und
– im **Plural** auf ***-selves*** [-selvz].

Die Hauptbetonung liegt immer auf der zweiten Silbe:
***myself*** [maɪ'self], ***themselves*** [ðəm'selvz].

### Forms

I looked at **myself** in the mirror.
*Ich sah **mich** im Spiegel an.*

| | reflexive pronouns | | |
|---|---|---|---|
| I've hurt | **myself.** | Ich habe | **mir** wehgetan / **mich** verletzt. |
| You've hurt | **yourself**. | Du hast | **dir** wehgetan / **dich** verletzt. |
| He's hurt | **himself**. | Er hat | **sich** wehgetan / **sich** verletzt. |
| She's hurt | **herself**. | Sie hat | **sich** wehgetan / **sich** verletzt. |
| It's hurt | **itself**. | Es hat | **sich** wehgetan / **sich** verletzt. |
| We've hurt | **ourselves**. | Wir haben | **uns** wehgetan / **uns** verletzt. |
| You've hurt | **yourselves**. | Ihr habt | **euch** wehgetan / **euch** verletzt. |
| They've hurt | **themselves**. | Sie haben | **sich** wehgetan / **sich** verletzt. |

### b Gebrauch

Unit 2 pp. 34–35

**Reflexivpronomen** (rückbezügliche Pronomen) beziehen sich auf das **Subjekt** des Satzes. Sie bezeichnen **dieselbe Person oder Sache wie das Subjekt**.

⚠ Nicht verwechseln:
- ***him*** = „ihn/ihm" *(jemand anderen)*
- ***himself*** = „sich" *(sich selbst)*

### Use

They can look after **themselves**.
*Sie können auf **sich** (selbst) aufpassen.*

Can you look after **yourself**?
*Kannst du auf **dich** (selbst) aufpassen?*

A dog attacked Jake and hurt **him**.
*(... und verletzte **ihn**.)*

Jake fell off his bike and hurt **himself**.
*(... und verletzte **sich**.)*

Merke dir auch die Wendungen ***Enjoy yourself.*** und ***Help yourself.***

**Enjoy yourselves** at the party.
*Viel Spaß / Amüsiert euch gut ...*

Josie really **enjoyed herself** at the party.
*Josie hatte viel Spaß / hat sich gut amüsiert ...*

There's some cake on the table. **Help yourself.**
*... Bedien dich. / Greif zu!*

⚠ Vorsicht – es gibt eine Reihe von Verben, die **im Deutschen mit „sich“** gebraucht werden, **im Englischen aber ohne Reflexivpronomen**.
Dazu gehören auch:

| | |
|---|---|
| *(to)* ***borrow*** *sth.* | *sich etwas (aus)leihen* |
| *(to)* ***change*** | *sich (ver)ändern; sich umziehen* |
| *(to)* ***concentrate*** | *sich konzentrieren* |
| *(to)* ***develop*** | *sich entwickeln* |
| *(to)* ***hide*** | *sich verstecken* |
| *(to)* ***move*** | *sich bewegen* |
| *(to)* ***open*** | *sich öffnen* |
| *(to)* ***relax*** | *sich entspannen* |
| *(to)* ***remember*** *sth.* | *sich an etwas erinnern* |
| *(to)* ***sit down*** | *sich (hin)setzen* |
| *(to)* ***worry*** | *sich Sorgen machen* |

I can't afford a new car at the moment.
*Ich kann **mir** … kein neues Auto **leisten**.*

We couldn't decide which film to watch.
*Wir konnten **uns** nicht **entscheiden**, …*

She didn't feel well and stayed at home.
*Sie **fühlte sich** nicht gut und blieb zu Haus.*

He got dressed and went to work.
*Er **zog sich** an und ging zur Arbeit.*

Can you imagine living in Italy?
*Kannst du **dir vorstellen**, in Italien zu leben?*

Are you looking forward to the holidays?
***Freust** du **dich auf** die Ferien?*

They often meet in town after school.
*Sie **treffen sich** oft in der Stadt …*

## c Reflexivpronomen oder *each other*?

Unit 2
pp. 34 –35

Der deutsche Satz **„Emily und Ava fotografierten sich“** kann zweierlei bedeuten:

**1** sie machten Selfies von sich;
**2** sie fotografierten sich gegenseitig.

Im Englischen verwendet du

– die Reflexivpronomen *themselves, yourselves* oder *ourselves*, wenn **„sich“** im Sinne von **„sich selbst“** gemeint ist;

– *each other*, wenn **„sich gegenseitig“**, **„einander“** gemeint ist.

Vergleiche auch die weiteren Beispiele in der rechten Spalte.

## Reflexive pronoun or *each other*?

**(1)** Emily and Ava took photos of themselves.

**(2)** Emily and Ava took photos of each other.

When our parents died, we had to **look after** ourselves.
*… Wir mussten uns um uns selbst kümmern / auf uns selbst aufpassen.*
We're twins. We **look after** each other.
*… Wir kümmern uns umeinander / passen aufeinander auf.*

You don't need us. You can **protect** yourselves.
*… Ihr könnt euch (selbst) beschützen.*
I want you to **protect** each other.
*…, dass ihr euch (gegenseitig) beschützt.*

## LF 8 Das Passiv — The passive

### a Aktiv und Passiv

Unit 3 pp. 48–49

Viele Handlungen und Vorgänge kann man mit einem **Aktivsatz** oder mit einem **Passivsatz** beschreiben:

- Der **Aktivsatz** betont, **wer (oder was) etwas tut**. Der Beispielsatz sagt etwas über Carl Benz aus, nämlich dass (und wann) er das erste Auto gebaut hat.
- Im **Passivsatz** steht im Vordergrund, **was** mit einer Sache oder Person **getan wird** oder **passiert ist**. Der Beispielsatz sagt etwas über das erste Auto aus, nämlich wann es gebaut wurde. Das Subjekt des Satzes (*The first car*) handelt nicht.

### Active and passive

Active — In 1886, Carl Benz **built** the first car.
*Im Jahr 1886 baute Carl Benz das erste Auto.*

Passive — The first car **was built** in 1886.
*Das erste Auto wurde im Jahr 1886 gebaut.*

### b Form

Unit 3 pp. 48–49

Das Passiv wird mit einer **Form von *be* + Partizip Perfekt *(past participle)*** gebildet:

**Simple present:**
***am/are/is* + past participle (1)**

**Simple past:**
***was/were* + past participle (2)**

Im Deutschen verwendet man zur Bildung des Passivs eine Form von „werden".

### Form

**(1)** A big piece of metal is cut into smaller pieces. Then the pieces are welded together.
*Ein großes Stück Metall wird in kleinere Teile geschnitten. Dann werden die Teile zusammengeschweißt.*

**(2)** The first wheel was made in about 3500 BC.
*Das erste Rad wurde ungefähr 3500 v. Chr. hergestellt.*
The first cars were built in Mannheim.
*Die ersten Autos wurden in Mannheim gebaut.*

### c Gebrauch

Unit 3 pp. 48–49

Mit einem **Passivsatz** kannst du Handlungen beschreiben, ohne zu sagen, wer die Handlung ausführt. Wer die Handlung ausführt, ist oft nicht bekannt, unwichtig oder offensichtlich.

Das Passiv wird oft in Nachrichten und Zeitungsberichten, in technischen Beschreibungen und auf Schildern verwendet, wenn man den „Täter" oder „Verursacher" nicht nennen kann oder nicht nennen will.

### Use

The first 3D printers were made in 1988. They were used to make small plastic parts for cars and planes.

Last night three 3D printers were stolen from a factory in Kilburn.

Two people were killed in a car crash this morning. Only the driver wasn't hurt.

### d Passivsätze mit *by*

Unit 3
pp. 48–49

Wenn man in einem Passivsatz den „Täter", „Verursacher" oder „Urheber" nennen will, verwendet man die Präposition ***by*** („von", „durch").

**Passive sentences with *by***

The wheels are put on by robots.
Then the car is checked and tested by people.
*... werden von Robotern montiert. Dann wird das Auto von Menschen geprüft und getestet.*

This film was made by Johnny Depp, and the article about it was written by my sister.
*... von Johnny Depp ... von meiner Schwester*
***Never:*** *... made ~~from~~ Johnny Depp. /*
*... written ~~from~~ my sister.*

## LF 9 Partizipialkonstruktionen — Participle constructions

### a Das Partizip Präsens

Unit 3
pp. 52–53

Das **Partizip Präsens** *(present participle)* endet auf ***-ing***. Du kennst diese Form des Verbs von den **Verlaufsformen**.

**The present participle**

| | | | |
|---|---|---|---|
| (to) **do** | → | **do**ing | What **are** you **doing**? |
| (to) **have** | → | **hav**ing | They**'re having** fun. |
| (to) **try** | → | **try**ing | I **was trying** to help. |

### b Partizipialkonstruktionen

Unit 3
pp. 52–53

Besonders in geschriebenem Englisch werden oft sogenannte **Partizipial-konstruktionen** verwendet.
Partizipialkonstruktionen können

- **(1)** einem **Nebensatz der Zeit** entsprechen,
- **(2)** einem **Nebensatz des Grundes** entsprechen,
- **(3) Zusatzinformationen** geben oder **Begleitumstände** beschreiben.

**Participle constructions**

**(1) While** walking **around the streets**,
Tyree noticed lots of empty houses.
(= While he was walking ...)
*Während er durch die Straßen ging, ...*

**(2)** Having **lots of old objects**,
he decided to create art installations.
(= Because he had ...)
*Weil er viele alte Gegenstände hatte, ...*

**(3)** Working **with his grandfather**,
Tyree created the Heidelberg Project.
(= Tyree worked with his grandfather and created ...)
*Tyree arbeitete mit seinem Großvater und erschuf das Heidelberg Projekt.*

⚠ – Meist stehen Partizipialkonstruktionen vor dem Hauptsatz.
Sie können aber auch auf den Hauptsatz folgen.

– Die Konjunktionen ***when*** und ***while*** können weggelassen werden, wenn die Partizipialkonstruktion vor dem Hauptsatz steht.

– Häufig werden Partizipialkonstruktionen verwendet, um **Zusatzinformationen** zu geben oder die **Begleitumstände** einer Handlung oder eines Vorgangs zu beschreiben. In der Regel geht es dabei um **zeitgleich** (oder fast zeitgleich) stattfindende Handlungen oder Vorgänge, die auf irgendeine Weise miteinander verbunden sind. Im Deutschen steht in solchen Fällen meist ein Hauptsatz mit „und“, manchmal auch ein Nebensatz mit „wobei“ oder „indem“.

**While** working **with a women's peace group**, Tyree painted an old car pink.
*or* Tyree painted an old car pink **while** working **with a women's peace group**.

**When** looking **at Tyree's installation,** we think about the environment.
*or* Looking **at Tyree's installation,** we think about the environment.

Using **a drone,** a company took photos.
(= A company used a drone and took ...)
*Eine Firma benutzte eine Drohne und machte Fotos. / Eine Firma machte Fotos, wobei sie eine Drohne benutzte.*

Tyree created some great pieces of art using **trash from the streets**.
*Tyree schuf einige großartige Kunstwerke, indem er Müll von der Straße verwendete.*

Using her walking stick, Grandma Smith managed to drive the man away.

## LF 10 Verben mit zwei Objekten

Unit 4 p. 64

Wenn ein Verb **zwei Objekte** hat, dann ist die normale Wortstellung wie im Deutschen: Zuerst kommt das **indirekte Objekt** (meist eine **Person**, daher auch „Personenobjekt"), dann das **direkte Objekt** (meist eine **Sache**, daher auch „Sachobjekt").
Also wie im Alphabet: Person **vor** Sache.

⚠ – Wenn das **Sachobjekt** ein **Pronomen** ist *(it, them)*, steht es direkt hinter dem Verb, und das **Personenobjekt** wird mit *to* angehängt.

– Bei einigen Verben wird das **Personenobjekt** immer mit ***to*** angehängt.
Beispiele:
***describe / explain / introduce / present / report / suggest something*** *to somebody*.
Die Wortstellung ist dann:
Verb + Sachobjekt + *to* + Personenobjekt.

## Verbs with two objects

Linda **sent** her friend an email.
*Linda schickte ihrer Freundin eine E-Mail.*

When she arrived at the hotel, a man **showed** Julia her room and **gave** her the keys.
*... zeigte Julia ihr Zimmer und gab ihr die Schlüssel.*

Linda wrote an email and **sent** it to her friend.
*... und schickte sie ihrer Freundin.*
The man took out some keys and **gave** them to Julia. *... und gab sie Julia.*

**Describe/Explain** the chart to your group.
*Beschreibe/Erkläre deiner Gruppe die Tabelle.*
**Present** your ideas to the class.
*Stelle der Klasse deine Ideen vor.*
Who can **suggest** a good cafe to me?
*Wer kann mir ein gutes Café empfehlen?*

## LF 11 Das Passiv von Verben mit zwei Objekten

Unit 4 p. 65

Auch von Verben mit zwei Objekten (siehe oben LF 10) kann ein Passiv gebildet werden.

Im Englischen wird meist das **Personenobjekt** des Aktivsatzes (hier: *him*) zum **Subjekt des Passivsatzes** (hier: *He*). Diese Art des Passivs nennt man ***personal passive*** („persönliches Passiv").

⚠ Im Deutschen ist das persönliche Passiv nicht möglich. Stattdessen verwenden wir eine unpersönliche Passivkonstruktion oder einen Aktivsatz (oft mit „man"). Das Subjekt des englischen Passivsatzes *(he / she)* kann also einem deutschen Dativobjekt *(ihm / ihr)* entsprechen.

## The passive of verbs with two objects

Active: A police officer **offered** him boxing lessons.
*... bot ihm Boxstunden an.*

Passive: He **was offered** boxing lessons.
*Ihm wurden Boxstunden angeboten. / Man bot ihm Boxstunden an.*

He **was paid** millions of dollars for his fights.
*Ihm wurden Millionen von Dollars ... gezahlt. / Er bekam Millionen von Dollars ...*

First she **was shown** the room, then she **was given** the keys.
*Zuerst zeigte man ihr das Zimmer, dann bekam sie die Schlüssel.*

BY THE WAY Ein **persönliches Passiv** kann man auch von manchen englischen Verben bilden, die nur ein Objekt haben (z. B. ***help / tell / thank somebody***).
Auch in diesen Fällen entspricht das Subjekt des englischen Passivsatzes einem deutschen Dativobjekt.

We **were helped** by a girl.
*Uns wurde von einem Mädchen geholfen. / Ein Mädchen half uns.*

I **was told** to wait.
*Man sagte mir, dass ich warten soll(e).*

She **was thanked** for her support.
*Ihr wurde … gedankt. / Man dankte ihr …*

## LF 12 *if*-Sätze, Typ 3 — *if*-sentences, type 3

### a Wiederholung: *if*-Sätze, Typ 1 und 2 — Revision: *if*-sentences, types 1 and 2

***if*-Sätze** vom Typ 1 und 2 kennst du bereits. Sie beziehen sich auf die **Gegenwart** oder die **Zukunft** (siehe LF 6, S. 140–141).

- **Typ 1 („Was ist, wenn …“):**
  Diese *if*-Sätze beschreiben, was unter bestimmten Bedingungen geschieht.
- **Typ 2 („Was wäre, wenn …“):**
  Mit diesen *if*-Sätzen spekuliert man darüber, was unter bestimmten Bedingungen geschehen würde oder geschehen könnte. Sie drücken aus, dass etwas nicht sehr wahrscheinlich oder unmöglich ist.

If you **visit** New Orleans, you**'ll hear** a lot about Hurricane Katrina.

If you **lived** in New Orleans, you**'d know** (= you would know) people who lost their homes.
*Wenn du in New Orleans lebtest, würdest du Menschen kennen, die ihre Häuser verloren haben.*

### b *if*-Sätze, Typ 3 — *if*-sentences, type 3

Unit 4 pp. 68–69

***if*-Sätze** vom **Typ 3** sind **„Was wäre gewesen, wenn …“**-Sätze. Sie beziehen sich auf die **Vergangenheit**. Man spricht über Situationen, die schon vorbei sind, und stellt sich vor, was unter bestimmten Bedingungen geschehen wäre (aber in Wirklichkeit nicht geschehen ist).

Der **Nebensatz** mit *if* nennt eine **nicht erfüllte Bedingung**: Die Menschen haben nicht früh genug vom Hurrikan gewusst.

Der **Hauptsatz** beschreibt, **was geschehen wäre**, wenn sie früher Bescheid gewusst hätten: Dann hätten sie die Stadt verlassen.

***if*-sentences, type 3**

| | |
|---|---|
| Bedingung („wenn“) | **If they had known about the the hurricane earlier, …**<br>*Wenn sie früher von dem Hurrikan gewusst hätten, …* |
| Folge („dann“) | **… more people would have left the city.**<br>*… hätten mehr Menschen die Stadt verlassen.*<br>(Aber in Wirklichkeit haben die Menschen nicht früh genug Bescheid gewusst und haben daher die Stadt nicht verlassen.) |

Bei *if*-Sätzen vom **Typ 3** steht im **Nebensatz** das *past perfect*.

Im **Hauptsatz** steht *would have / could have / might have +* Partizip Perfekt.

| | *if*-clause | main clause | |
|---|---|---|---|
| past perfect | **If** we had owned a car, *Wenn wir ein Auto besessen hätten,* | we would have left the city. *dann hätten wir die Stadt verlassen.* | *would have* + past participle |
| | | we could have left the city. *dann hätten wir die Stadt verlassen können.* | *could have* + past participle |
| | | we might have left the city. *dann hätten wir vielleicht die Stadt verlassen.* | *might have* + past participle |

⚠ In *if*-Sätzen vom **Typ 3** wird oft die Kurzform ***'d*** verwendet.
Beachte, dass ***'d*** im Nebensatz für ***had*** steht, im Hauptsatz aber für ***would***.

If we'd owned a car, we'd have left the city.
If we had owned ..., we would have left ...

## LF 13 Verneinte Fragen — Negative questions

Unit 5
pp. 82–83

Du weißt bereits, dass man **in Fragen ein** Hilfsverb *(auxiliary verb)* benötigt, und den Unterschied zwischen **Entscheidungsfragen** und **Fragewortfragen** kennst du auch.
Und du weißt auch schon, dass die Stimme am Ende von Entscheidungsfragen nach oben geht und am Ende von Fragewortfragen nach unten.
(Vgl. LF 4, S. 138)

Do you like being outdoors?
– Yes, I do. / No, I don't.

**Where** did you spend your last holidays?

In **verneinten Fragesätzen** ist das Hilfsverb verneint. Auf das verneinte Hilfsverb folgt das Subjekt und dann das Vollverb.

Haven't you been to Spain before?
*Warst du nicht vorher schon mal in Spanien?*
**Why** didn't you tell me?
*Warum hast du es mir nicht erzählt?*
Won't you open your presents?
*Machst du deine Geschenke nicht auf?*

Wir verwenden **verneinte Fragesätze**,

- **(1)** um Informationen zu erfragen,
- **(2)** um Überraschung auszudrücken,
- **(3)** um ein Angebot oder einen Vorschlag zu unterbreiten.

**(1)** Didn't you know he was French?

**(2)** Oh, isn't she working today?

**(3)** Shouldn't we leave now?
Why don't you ask your parents?

## LF 14 Verstärkende Pronomen

Unit 5 p. 86

**Verstärkende Pronomen** haben dieselbe Form wie Reflexivpronomen *(myself, yourself, themselves, ...)* – siehe LF 7, S. 144.

Sie **heben ein Nomen oder Pronomen** im Satz **besonders hervor**. Oft werden sie verwendet, um zu betonen, dass jemand etwas allein, ohne Hilfe getan hat. Im Deutschen verwenden wir meist „selbst" oder „selber".

Das verstärkende Pronomen steht gewöhnlich **hinter dem Wort**, das hervorgehoben werden soll. Wenn es sich auf das Subjekt des Satzes bezieht, kann es auch **am Satzende** stehen.

⚠ Verstärkende Pronomen kann man weglassen, ohne dass der Satz bedeutungslos wird. Reflexivpronomen kann man nicht weglassen.

## Emphatic pronouns

They've painted the room themselves.
*Sie haben das Zimmer selbst gestrichen.*
The **hotel** itself was OK, but the food was terrible. *Das Hotel selbst war OK, ...*

Could you talk to the **director** herself?
*Konntet ihr mit der Regisseurin selbst sprechen?*

It's a lot cheaper if **we** do it ourselves.
*Es ist viel billiger, wenn wir es selbst machen.*

He told me about it himself. *(verstärkend)*
He told me about it.
He cut himself. *(reflexiv)*

## LF 15 *Can* und *must* und ihre Ersatzverben

## *Can* and *must* and their substitutes

a Unit 5 p. 87

### *Can* und *must*

Die Modalverben ***can*** und ***must*** werden verwendet, wenn man sagen möchte, dass jemand etwas tun **kann (1)**, tun **darf (2)** oder tun **muss (3)**.

***Can*** und ***must*** haben wie alle Modalverben **nur eine Form**, es gibt **keine Endungen** auf *-s*, *-ing* oder *-ed*. **Frage und Verneinung** werden **ohne** *do/does/did* gebildet.

*Can* und *must* können nicht alle Zeitformen bilden. Daher gibt es sogenannte **Ersatzverben**:

- ***can*** („können") – ***(to) be able to***
- ***can*** („dürfen") – ***(to) be allowed to***
- ***must*** („müssen") – ***(to) have to***.

Um diese Ersatzverben geht es in **LF 15 b–d**.

### *Can* and *must*

**(1)** Can you play the piano?
– Yes, I can. / No, I can't.

**(2)** Mum says we can watch the late film on TV today.

**(3)** Our teacher says we must work harder.

I was able to read when I was five.
Will you be allowed to go to Sue's party?
We didn't have to wait long.

### b „können“ – *can / (to) be able to*

Unit 5 p. 87

Für die **Gegenwart** kannst du ***can*** oder eine Form von ***(to) be able to*** verwenden, um über **Fähigkeiten** zu sprechen.

Wenn du sagen möchtest, dass jemand etwas **tun konnte (Vergangenheit)** oder **tun können wird (Zukunft)**, verwendest du eine Form von ***(to) be able to***.

⚠ Es gibt auch die Vergangenheitsform ***could***. Sie wird hauptsächlich mit Verben der Sinneswahrnehmung *(see, hear, feel, ...)* und in verneinten Sätzen und Fragen verwendet.

**“können” – *can / (to) be able to***

Most people here can speak / are able to speak English.

The driver wasn’t able to stop the car and it crashed into the wall.
We’ll be able to visit my grandma more often now that she’s living near us.

I could hear voices in the garden, but I couldn’t see anyone.

### c „dürfen“ – *can / (to) be allowed to*

Unit 5 p. 87

Für die **Gegenwart** kannst du ***can*** oder eine Form von ***(to) be allowed to*** verwenden, um über **Erlaubnisse** zu sprechen.

Wenn du sagen möchtest, dass jemand etwas **tun durfte (Vergangenheit)** oder **tun dürfen wird (Zukunft)**, verwendest du eine Form von ***(to) be allowed to***.

**“dürfen” – *can / (to) be allowed to***

All my friends can go / are allowed to go to Sue’s party.

We were allowed to stay up until 12 o’clock to watch the fireworks.
I’ll be allowed to drive next year.

### d „müssen“ – *must / (to) have to*

Unit 5 p. 87

Für die **Gegenwart** kannst du ***must*** oder eine Form von ***(to) have to*** verwenden, um über **Notwendigkeiten** und **Zwänge** zu sprechen.

- Das Modalverb ***must*** wird verwendet bei Befehlen oder wenn man seine innere Überzeugung ausdrückt.
- Das Ersatzverb ***(to) have to*** wird benutzt, wenn etwas von anderen angeordnet wurde oder wenn die Notwendigkeit durch äußere Umstände bedingt ist.

Wenn du sagen möchtest, dass jemand etwas **tun musste (Vergangenheit)** oder **tun müssen wird (Zukunft)**, verwendest du eine Form von ***(to) have to***.

⚠ Beachte, dass das Ersatzverb ***(to) have to*** Fragen und Verneinungen mit einer Form von ***do*** bildet.

**“müssen” – *must / (to) have to***

You must work harder, Tom.
I must do more sport.

Tom’s teacher says he has to work harder.
We have to go now or we’ll miss the bus.

We had to do lots of English homework last week.
Tom will have to work a lot harder in future.

We didn’t have to do any maths homework.
What did you have to do to become a member?

## Grammatische Fachbegriffe (Grammatical terms)

| | | |
|---|---|---|
| adverb of frequency [ˌædvɜːb əv ˈfriːkwənsi] | Häufigkeitsadverb | *always, usually, often, sometimes, never* |
| adverb of manner [ˌædvɜːb əv ˈmænə] | Adverb der Art und Weise | *badly, carefully, tidily, well, ...* |
| adverbial phrase [ædˌvɜːbiəl ˈfreɪz] | adverbiale Bestimmung | *at school, in town, on Saturday, at the weekend, ...* |
| article [ˈɑːtɪkl] | Artikel | *the, a* |
| auxiliary verb [ɔːgˈzɪliəri] | Hilfsverb | *be, do, have, will, can, must, ...* |
| comparative [kəmˈpærətɪv] | Komparativ | *younger, more famous* |
| comparison [kəmˈpærɪsn] | Steigerung | *old – older – oldest* |
| compound (word) [ˈkɒmpaʊnd] | Kompositum, zusammengesetztes Wort | *sportsperson, thunderstorm, ...; bulletproof, home-made, ...* |
| contact clause [ˈkɒntækt klɔːz] | Relativsatz ohne Relativpronomen | *We need a flat **we can afford**.* |
| emphatic pronoun [ɪmˌfætɪk ˈprəʊnaʊn] | verstärkendes Pronomen | *myself, yourself, ...; ourselves, yourselves, ...* |
| *going to*-future [ˈgəʊɪŋ tʊ fjuːtʃə] | Futur mit *going to* | *I'm **going to stay** at home tomorrow.* |
| *if*-clause [ˈɪf klɔːz] | Nebensatz mit *if* | *If the rain stops, ...* |
| *if*-sentence [ˈɪf sentəns] | *if*-Satz, Bedingungssatz | *If the rain stops, we'll have a picnic.* |
| imperative [ɪmˈperətɪv] | Befehlsform, Imperativ | *go, sing, don't play* |
| infinitive [ɪnˈfɪnətɪv] | Grundform des Verbs, Infinitiv | *open, see, read* |
| irregular verb [ɪˌregjʊlə ˈvɜːb] | unregelmäßiges Verb | *go – went – gone* |
| main clause [ˈmeɪn klɔːz] | Hauptsatz | *We'll have a picnic.* |
| modal verb [ˌməʊdl ˈvɜːb] | modales Hilfsverb, Modalverb | *can, must, should, ...* |
| object [ˈɒbdʒɪkt] | Objekt | *Ben has **an idea**.* |
| participle construction [ˈpɑːtɪsɪpl kənˌstrʌkʃn] | Partizipialkonstruktion | *He hurt himself **while working in the garden**.* |
| passive [ˈpæsɪv] | Passiv | *The first car **was built** in 1886.* |
| past participle [ˌpɑːst ˈpɑːtɪsɪpl] | Partizip Perfekt, 3. Form des Verbs | *happened, eaten, gone, ...* |
| past perfect [ˌpɑːst ˈpɜːfɪkt] | Vorvergangenheit, Plusquamperfekt | *John **had** already **left** the party* |
| past progressive [ˌpɑːst prəˈgresɪv] | Verlaufsform der Vergangenheit | *We **were having** breakfast.* |
| personal passive [ˌpɜːsənl ˈpæsɪv] | persönliches Passiv | *She was offered a job.* |
| personal pronoun [ˌpɜːsənl ˈprəʊnaʊn] | Personalpronomen (persönliches Fürwort) | *I, you, he, she, it, we, they; me, you, him, her, it, us, them* |
| possessive adjective [pəˌzesɪv ˈædʒɪktɪv] | Possessivbegleiter | *my, your, his, her, its; our, your, their* |
| possessive pronoun [pəˌzesɪv ˈprəʊnaʊn] | Possessivpronomen | *mine, yours, his, hers, its; ours, yours, theirs* |
| prefix [ˈpriːfɪks] | Vorsilbe | *dis-, in-, un-, ...* |
| preposition [prepəˈzɪʃn] | Präposition, Verhältniswort | *at, behind, into, for, next to, on, with* |

| | | |
|---|---|---|
| present participle [ˌpreznt 'pɑːtɪsɪpl] | Partizip Präsens | *doing, eating, going, ...* |
| present perfect [ˌpreznt 'pɜːfɪkt] | *Present perfect* | *I **have visited** Hollywood.* |
| present perfect progressive [ˌpreznt ˌpɜːfɪkt prə'gresɪv] | Verlaufsform des *present perfect* | *Olivia **has been working**.* |
| present progressive [ˌpreznt prə'gresɪv] | Verlaufsform der Gegenwart | *I'**m playing** computer games.* |
| pronoun ['prəʊnaʊn] | Pronomen | *I/me, you, he/him* |
| question tag ['kwestʃn tæg] | Frageanhängsel | *You live in Bamberg, **don't you?*** |
| question word ['kwestʃn wɜːd] | Fragewort | *what?, when?, where?, how?, ...* |
| reflexive pronoun [rɪˌfleksɪv 'prəʊnaʊn] | Reflexivpronomen (rückbezügliches Pronomen) | *myself, yourself, ...; ourselves, yourselves, ...* |
| relative clause [ˌrelətɪv 'klɔːz] | Relativsatz | *I have an aunt **who lives in Italy**.* |
| relative pronoun [ˌrelətɪv 'prəʊnaʊn] | Relativpronomen | *who, which, that, whose, where* |
| short answer ['ʃɔːt ɑːnsə] | Kurzantwort | *Yes, I am. / No, I don't. / ...* |
| simple past [ˌsɪmpl 'pɑːst] | einfache Form der Vergangenheit | *Kinga **flew** to Poland last summer.* |
| simple present [ˌsɪmpl 'preznt] | einfache Form der Gegenwart | *Ben **plays** football every Saturday.* |
| statement ['steɪtmənt] | Aussage(satz) | *I like dogs. I don't like cats.* |
| subject ['sʌbdʒɪkt] | Subjekt | ***My mum** is working.* |
| subject question | Frage nach dem Subjekt | *Who lives here? What happened?* |
| suffix ['sʌfɪks] | Nachsilbe | *-able, -ful, -ish, ...* |
| superlative [suːˈpɜːlətɪv] | Superlativ | *youngest, the most famous* |
| verb [vɜːb] | Verb | *go, help, look, see* |
| wh-question [dʌbljuː 'eɪtʃ kwestʃən] | Frage mit Fragewort | *What's this?* |
| *will*-future ['wɪl fjuːtʃə] | Futur mit *will* | *I'm sure you **will like** Plymouth.* |
| word order ['wɜːd ɔːdə] | Wortstellung | |
| yes/no question [jes'nəʊ kwestʃən] | Entscheidungsfrage | *Are you 12? Do I look OK?* |

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# Kommunikative Kompetenzen

## Listening and viewing skills

### SF1 Listening

**Unit 1** pp. 11, 17, **Unit 2** p. 27, **Unit 3** p. 51, **Unit 4** p. 66

Es gibt in der Begegnung mit dem Englischen viele Situationen, in denen es darauf ankommt zu verstehen, was gesagt wurde. Ab und zu musst du nur verstehen, worum es generell geht *(listening for gist)*, wie z. B. in Filmen oder Hörbüchern. Manchmal jedoch ist es wichtig, Details zu verstehen *(listening for detail)*, z. B. bei Ansagen oder in Gesprächen.

#### Strategien fürs Hörverstehen

**1 Vor dem Hören**

Lies dir die Aufgabenstellung genau durch und suche mögliche Schlüsselwörter, die dir zeigen, worauf du beim Hören achten musst. Überlege dir, worum es im Hörtext gehen könnte, was du zu diesem Thema schon weißt und was genau du tun sollst. Wenn du etwas nicht verstehst, frag nach. Schaue dir auch das Beispiel an.

Wenn du Details (Einzelheiten) heraushören sollst *(detailed* oder *selective listening)*, dann überlege dir vorher, welche Informationen du verstehen musst. Um welche Textsorte geht es und welche englischen Begriffe könnten vorkommen? Bei Verkehrsnachrichten sind das z. B. Wörter wie *accident* oder *traffic*, bei einem Sportbericht Wörter wie *game*, *goal* oder auch einzelne Sportarten, die genannt werden, wie *football*.

Wenn du verstehen sollst, worum es generell geht *(global listening)*, dann mach dir keine Sorgen, wenn du nicht alles verstehst. Du brauchst nicht jedes Wort zu kennen, um den wesentlichen Aussagen folgen zu können.

Obwohl aus Gründen der Lesbarkeit im Text die männliche Form gewählt wurde, beziehen sich die Angaben auf Angehörige aller Geschlechter.

**2 Beim Hören**

Versuche zunächst grob zu verstehen, worum es in dem Text geht.
Konzentriere dich auf die Schlüsselwörter aus der Aufgabenstellung.
Achte auf den Kontext. Manchmal gibt der Text weitere Informationen, die verdeutlichen, was gemeint ist. So kannst du Wörter erschließen, die du nicht kennst. Mache dir kurze Notizen (ggf. zunächst mit Bleistift).
Bleib ruhig, wenn du beim ersten Mal nicht alles verstehst.
Du hörst den Text meist zweimal.

**3 Nach dem Hören**

Vervollständige deine Notizen sofort. Auch was du nicht geschafft hast aufzuschreiben, ist wahrscheinlich noch in deinem Gedächtnis.
Lies noch einmal genau durch, was du geschrieben hast. Passen deine Antworten zu den Fragen?
Konzentriere dich beim zweiten Hören auf das, was du beim ersten Mal nicht verstanden hast.

## Tipps zum Hörverstehen

Es gibt zahlreiche Möglichkeiten zum Üben des Hörverständnisses. Wähle etwas aus, was dir gefällt – z. B. deine Lieblingslieder oder deine Lieblingsbücher als Hörbuch.

Schau dir deine Lieblingsfilme oder -serien auf Englisch an. Blende Untertitel ein, falls du Probleme beim Verstehen hast. Blende sie aus, wenn du dich sicherer fühlst oder eine Episode schon mehrfach gesehen hast.

Bei Telefonnummern wird zweimal die gleiche Zahl *double*, dreimal die gleiche Zahl *triple* ausgesprochen. Die Zahl 0 ist im britischen Englisch *oh*, im Amerikanischen *zero*. Bei E-Mail-Adressen gilt: „@“ wird *at* und „.“ wird *dot* ausgesprochen.

Ein paar Minuten pro Tag können viel bewirken. Je mehr du übst, desto sicherer wirst du.

## SF 2 Viewing

**Unit 1** pp. 12, 21, **Unit 2** pp. 27, 32f., **Unit 3** p. 56, **Unit 4** pp. 61, 67, **Unit 5** pp. 81, 85

Bei Aufgaben zum Hörsehverstehen verstehst du vieles über das Hören, aber auch die visuelle Darstellung ist wichtig für das Verständnis der Szenen und aussagekräftig, um beim Publikum z. B. Spannung, Angst oder Freude auszulösen.
Überlege dir vor dem Sehen, welche Art ***(genre)*** von Film du sehen wirst: Handelt es sich z. B. um einen Dokumentarfilm *(documentary)*, eine Komödie *(comedy)* oder einen (Musik-/Erklär-/...)Videoclip?
Wo und wann spielt der Film ***(setting)***?
Achte auf Geräusche und die Musik, die eine Entwicklung in der Handlung ankündigen oder z. B. Gefühle ausdrücken und stark beeinflussen, wie man eine Szene wahrnimmt.
Berücksichtige auch die Körpersprache ***(body language)*** der Personen, ihren Gesichtsausdruck und den Klang der Stimmen.

This romantic film is about / tells the story of ...
It is set in ... *(place and time)*.
The music in this scene is moving/powerful/sad/...
The actor's body language helps to create a feeling of danger/happiness/...

## 1 Kameraeinstellungen *(shots)*

Die Kameraeinstellung bestimmt, wie nah der Zuschauer dem Gezeigten ist, und wie groß die Dinge im Bild sind. Die Einstellungsgröße ist ein Hinweis auf die Wichtigkeit der dargestellten Personen und Gegenstände.

**Totale *(long shot)*:** Sie bildet das Hauptmotiv und die Umgebung in voller Größe ab. Der Zuschauer erhält so einen Gesamtüberblick über die gezeigte Situation. Eine Totale muss deutlich länger als größere Aufnahmen gezeigt werden, weil sie eine Fülle von Einzelinformationen enthält.

**Halbtotale *(medium shot)*:** Die Personen werden etwa zu zwei Drittel ihrer Körpergröße (ca. bis zur Hüfte) abgebildet. Bei halbnahen Aufnahmen steht der filmische Gegenstand nicht so sehr im Mittelpunkt wie bei Nahaufnahmen.

**Nah *(close-up)*:** Die Personen stehen im Fokus und werden vom Kopf bis zur Mitte des Oberkörpers gezeigt. Diese Einstellungsgröße kommt zum Beispiel in Gesprächsszenen zum Einsatz, wenn Mimik und Gestik im Zentrum stehen sollen.

## 2 Die Filmrezension *(film review)*

Eine Filmrezension enthält sowohl sachliche Informationen als auch persönliche Meinungen. Du fasst zusammen, worum es in einem Film geht und wie dir der Film gefallen hat. Du verwendest dazu das ***simple present***. (⟶ S. 33)

**Aufbau:**

- Fasse in der Einleitung kurz die Handlung des Films zusammen.

Nenne die **Hauptpersonen** und den **Ort** sowie den **Zeitpunkt** des Geschehens.

- Im Hauptteil gehst du zunächst auf die einzelnen **Handlungsschritte** ein. Verliere dich nicht in Details, sondern verschaffe deinem Leser einen Überblick über das Wesentliche. Erkläre anschließend, was dir an dem Film gut oder gar nicht **gefallen** hat, z. B. besonders hervorragende oder auch schlechte schauspielerische Leistungen, die Sprache des Filmes, die Kameraeinstellungen oder die Filmmusik.
- Am Ende gib deine persönliche **Empfehlung**: Warum ist dieser Film (nicht) sehenswert?

> This is an inspiring road movie about ...
> Eddie Spears is fantastic/excellent/... as Shane and ...
> The camerawork is great with some beautiful long shots and the film also has a cool soundtrack.
> I can really recommend this movie because of the amazing story, but also ...

# Reading skills

## SF3 Reading a text

**Unit 1** pp. 22–23, **Unit 2** pp. 28–29, **Unit 4** pp. 72–73, **Unit 5** pp. 80–81

Du begegnest z. B. im Internet oder auf Reisen häufig englischen Texten. Wenn du effektive Lesestrategien entwickelst, wirst du sicherer mit Texten umgehen können. Lies viele englische Texte, um sie immer schneller und besser zu verstehen und deinen Wortschatz zu vergrößern.

### Lesestrategien

**1 Reading for gist *(skimming)***

Beim *Reading for gist* geht es darum, den Kerngedanken eines Textes zu erfassen. Dabei ist es nicht wichtig, dass du jedes einzelne Wort liest und alle Details verstehst. Meist musst du nur einen kurzen Blick auf den Text werfen *(Skimming)*, um die Textsorte und die zentrale Botschaft zu erkennen.

Mit der *Skimming*-Technik verschaffst du dir schnell einen Überblick darüber, worum es in einem Text geht, z. B. in einem Zeitungsartikel oder auf einer Website.

Achte dabei vor allem auf

- Überschriften (auch Untertitel und Zwischenüberschriften)
- Bilder, Illustrationen und Bildunterschriften sowie fett gedruckte Wörter
- den ersten Satz von jedem Absatz (oft der *topic sentence*, der den Hauptgedanken nennt)
- den letzten Absatz des Textes (oft eine Zusammenfassung).

**2 Reading for specific information *(scanning)***

Beim *Scanning* durchsuchst du einen Text gezielt nach bestimmten Informationen, z. B. Öffnungszeiten, Preisen oder Abfahrtszeiten. Überlege dir passende Schlüsselbegriffe *(keywords)*. Möchtest du zum Beispiel Öffnungszeiten wissen, dann könnten das Wörter wie *open, hours, am-pm* oder Zahlen sein. Lies nicht Zeile für Zeile, sondern diagonal und überfliege dabei den Text auf der Suche nach den Schlüsselwörtern. Dazu bewegst du die Augen und ggf. einen Finger in breiten Bewegungen von oben nach unten über den Text.

### Wie verbessere ich meine Lesefähigkeit?

Schaue dir vor dem Lesen die Aufgaben zum Text an. Überlege dir, was du tun sollst und welche Leseweise gefordert ist.

Falls du an Texten im Internet arbeitest, kannst du über deinen Browser mit Strg+F nach deinen Schlüsselwörtern suchen und nur die Textstellen lesen, in denen *keywords* markiert sind.

Sei aufmerksam und konzentriert beim Lesen. Lass dich nicht von unbekannten Vokabeln entmutigen, sondern versuche, Zusammenhänge zu erschließen.

Lies nicht Wort für Wort, sondern vollständige Sätze und versuche, den Sinn zu erfassen.

Nutze Pausen, um über das Gelesene nachzudenken und die Konzentration zu erhalten.

# Writing skills

## SF 4 Filling in forms

Unit 1 p. 16

Das Ausfüllen von Formularen (online oder per Hand) ist eine wichtige Fähigkeit im Alltag, z. B. für die Einreise in die USA.

### 1 Allgemeine Tipps

- Lies vor dem Ausfüllen alles aufmerksam durch und mache dir überall klar, was verlangt ist. Nimm bei Unklarheiten ein Wörterbuch zu Hilfe.
- Achte auf saubere Schrift bzw. vermeide Tippfehler, falls du dein Formular am Computer ausfüllst. Überprüfe am Ende, ob alle Angaben vollständig und richtig sind.

### 2 Korrektes Ausfüllen von Formularen

- Zutreffende Felder werden meist mit Häkchen *(tick ✔)* markiert. Andere Varianten des Markierens sind das Ankreuzen *(put a cross ✘)*, das Einkreisen von Zutreffendem *(circle)* oder das Durchstreichen von Nichtzutreffendem *(delete as appropriate)*. Bei Formularen am Computer kannst du oft per Drop-down-Menü die zutreffende Antwort (durch Aufklappen und Anklicken) wählen.
- Datumsangaben:

  Im **britischen** Englisch ist das Datumsformat genauso wie im Deutschen, getrennt durch Schrägstriche. Der 12. August 2025 wird so geschrieben: 12/8/25.

  Im **amerikanischen** Englisch gilt dagegen das Format Monat/Tag/Jahr, getrennt durch Schrägstriche. Der 12. August 2025 wird 8/12/25 geschrieben.

  Manchmal gibt es das Format dd/mm/yyyy. Dann gibst du Tag und Monat mit zwei Stellen und das Jahr vierstellig an.

## SF 5 Writing a poem or a rap

Unit 1 p. 25

In einem Gedicht oder Rap kannst du kreativ deine Gedanken und Gefühle ausdrücken. Beide Textsorten haben vergleichbare Strukturen und „funktionieren“ ähnlich.

### 1 Finde dein Thema

Dein Gedicht oder Rap wird **authentisch**, wenn du über etwas schreibst, was dir persönlich am Herzen liegt. Zuerst musst du also Ideen sammeln, diese bearbeiten, verbessern oder verwerfen. Sammle entsprechende Wörter oder Redewendungen.

### 2 Lege den Aufbau fest

Überlege, wie viele Zeilen dein Text haben soll. Teile sie in **Strophen** auf. Häufig bestehen Strophen aus vier Zeilen, aber du kannst auch eine andere Gliederung wählen. Der **Refrain** wechselt sich mit den Strophen ab. Er wiederholt sich mehrmals im Text und enthält die wichtigste Aussage.

**3 Wähle deinen Rhythmus oder Beat**

Der Rhythmus, den dein Text hat, ergibt sich durch den Wechsel von betonten und unbetonten Silben. Markiere die betonten Silben und lies sie rhythmisch vor. Gute Gedichte und Raps haben einen **natürlichen Rhythmus**: die Wörter werden genauso wie beim normalen Sprechen betont. Im Rap werden häufig 16 *bars* (= Takte) pro Zeile verwendet.

**4 Arbeite an deinen Formulierungen**

Ein Gedicht oder Rap kann sich reimen, muss es aber nicht. Versuche eigene sprachliche Bilder zu finden, indem du lebendige Adjektive, Vergleiche oder Metaphern verwendest. Überfrachte deinen Text aber nicht, damit die Botschaft, die du vermitteln willst, klar bleibt.

**Fachbegriffe im Rap:**
*bar* = Takt
*hook* = Refrain
*intro* = Einleitung
*line* = Textzeile
*outro* = Ausklingen

**im Gedicht:**
*chorus* = Refrain
*stanza* = Strophe
*metaphor* = sprachliches Bild (z. B. *she is a rose*)
*simile* = Vergleich (z. B. *she is as pretty as the morning*)
*verse* = Textzeile

# SF 6 Writing an email or a letter

**Unit 5** p. 88

## Aufbau von einem Brief oder einer E-Mail

**1 Absender und Datum**

In englischen Briefen schreibst du deine Adresse nach rechts oben und darunter das Datum.

**2 Einleitung: Persönliche Anrede**

Schreibst du an einen Freund oder eine Freundin, beginne immer mit einer persönlichen Anrede, z. B. *Dear Olivia* oder *Hi Ben!*
Formelle Schreiben wie Leserbriefe oder Schreiben an Organisationen und Firmen beginnst du mit *Dear Mr ... / Dear Mrs ... /Dear Ms ...*
Wenn du den Namen nicht kennst, schreibst du *Dear Sir or Madam*.
Sage, warum du schreibst und worauf du dich beziehst.

**3 Mittelteil: Nimm Stellung, kommentiere oder teile dem Empfänger etwas mit**

Hier schreibst du dem Empfänger Wichtiges, nimmst Stellung oder beantwortest Fragen. In einem Leserbrief argumentierst du für deine Meinung und schreibst deine Argumente dafür auf.

**4 Schluss: Persönlicher Gruß**

Beende deinen Brief mit einem freundlichen Gruß (z. B. *Best wishes, Love, All the best, ...*) und deinem Namen. Formelle Briefe oder E-Mails beendest du mit *Yours sincerely*, wenn du den Adressaten namentlich kennst, oder mit *Yours faithfully*, wenn du keinen Ansprechpartner hast. In amerikanischen Briefen schreibst du *Sincerely* oder *Sincerely yours* bzw. *Yours truly*.

[your address]
[the date]

Dear Sir or Madam

I'm writing to …

In my view / opinion, …
I think that …
Firstly, … Secondly, … Thirdly, … Finally, …

I understand that … However, …
Although …, I believe …

All in all, …
To sum up, …
So I would like to say once more that …

Thank you for reading my letter.
I look forward to hearing from you.

Yours faithfully
[your full name and hometown]

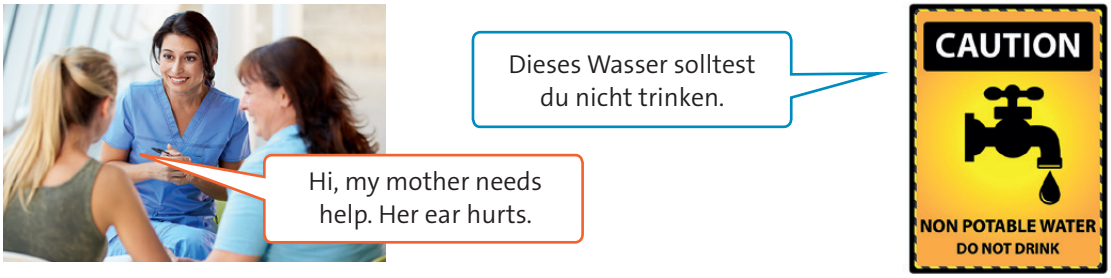
**Tipps für formelle Briefe:**
- klare Gliederung
- höflicher Stil ohne Kurzformen (*I am* statt *I'm* usw.)
- gründlicher Fehlercheck

# Mediation skills

## SF 7 Mediation

**Unit 1** p. 19, **Unit 2** p. 33, **Unit 3** p. 50, **Unit 4** p. 71

Bei der Mediation (Sprachmittlung) musst du zwischen unterschiedlichen Sprachen vermitteln und z. B. englische Informationen auf Deutsch wiedergeben oder umgekehrt. Wie und was genau du von der einen in die andere Sprache übertragen musst, hängt von der Situation ab. Je nach Aufgabenstellung kann dabei mündlich zwischen zwei Sprechern vermittelt werden, oder es kann sich um die (mündliche oder schriftliche) Wiedergabe von Texten handeln.




### 1 Worauf musst du achten?

Mediation ist keine wörtliche Übersetzung. Gib also nur die wesentlichen Informationen sinngemäß wieder und lasse Unwichtiges weg. Vergiss dabei aber bedeutungstragende Wörter nicht. Es ist meist nicht nötig, dass du jedes Wort genau verstehst, um die wichtigsten Punkte richtig wiedergeben zu können.

Wenn du **mündlich** sprachmitteln sollst:

- Höre zielgerichtet auf die notwendigen Informationen.
- Verwende einfach strukturierte, eher kurze und klare Sätze.
- Wenn du ein Wort nicht weißt, ersetze es oder verwende Umschreibungstechniken.

Wenn du **schriftliche** Informationen sprachmitteln sollst:

- Bei Mediationsaufgaben im Unterricht hast du in der Regel eine Aufgabenstellung, die dir sagt, welche Stellen du wiedergeben sollst. Du musst also nicht den ganzen Text verstehen.
- Lies die Aufgabenstellung genau und überlege dir, was genau gefragt ist.
- Scanne den Text gezielt nach den gesuchten Informationen (→ SF 3). Markiere die wichtigsten Textstellen und mache dir Notizen am Rand (→ SF 19).

### 2 Paraphrasing

Manchmal fällt es schwer, etwas auf Englisch wiederzugeben, weil du z. B. das genaue Wort nicht kennst oder es dir in der Situation nicht sofort einfällt. Dann **paraphrasiere**. Das bedeutet, etwas mit anderen Worten auszudrücken oder zu umschreiben.
Besonders wichtig ist dabei das Prinzip „Keep it simple".
Statt nach einer 1:1-Übersetzung zu suchen, formuliere eine einfache Erklärung für den gesuchten Begriff.

Diese Strategien helfen dir dabei. Umschreibe mit …

- Wörtern, die eine ähnliche oder die gleiche Bedeutung haben (Synonymen) oder mit Vergleichen.
- gegensätzlichen Wörtern *(opposites)*.
- Relativsätzen: Erkläre Eigenschaften des gesuchten Begriffes.
- Oberbegriffen: Umschreibe mit dem Oberbegriff, wenn du die einzelnen Unterbegriffe nicht kennst.
- Unterbegriffen: Umschreibe mit Unterbegriffen und Beispielen, wenn du das Wort für den Oberbegriff nicht weißt.

It's very similar to …
It's the same as …
It works like …

It's the opposite of …

It's somebody who …
It's a thing that you use when …
It's a place where …

*Zehen*: They are a part of my foot.
*Geschirr*: glasses and plates …

## 3 Cultural differences

Es gibt „typisch deutsche" Dinge und Traditionen, die dein Gegenüber vielleicht nicht kennt. Dafür findet sich im Englischen meist kein eigenes Wort. Auch hier musst du umschreiben und erklären, was du meinst. Ein typisches Beispiel wäre z. B. der Maibaum:

It's a tradition in Bavaria that people put up a decorated tree in a central place of the village on the evening before May 1st. The tree is painted in the Bavarian colours, white and blue, and decorated with pictures. In the village there is usually a big party with music and traditional food and drink.

Genauso gibt es in anderen Kulturen Dinge oder Traditionen, die du nicht kennst, die aber für deinen Gesprächspartner ganz selbstverständlich sind. Dann frage freundlich nach und bitte um eine Erklärung.

I'm sorry, I've never heard of this tradition/ rule/meal …
Could you please explain it?
I have never done/eaten/seen/tried/… anything like this before.
Could you help me, please?

Dinge, die häufig zu Missverständnissen führen, sind z. B. Temperaturen, weil in den USA statt in Celsius in Fahrenheit gemessen wird, oder Längenangaben und Geschwindigkeiten (Meilen im Kontrast zu Kilometern).

# Speaking skills

## SF 8 Expressing opinions and feelings

**Unit 2** p. 32f., **Unit 3** pp. 46, 53, **Unit 5** pp. 85, 88

Wenn du im Rahmen einer Diskussion in der Klasse oder in einer Präsentation deine Meinung darstellst, dann äußere dich höflich, klar und präzise und begründe deine Ansicht.

**1 Stelle dar, was du denkst**
Sage zu Beginn einer Diskussion oder eines Textes klar, was genau du zu einer Frage oder einem Thema denkst.

(Personally,) I am sure that / I believe / feel / find / think ...
In my opinion / view, ...
If you ask me ...

**2 Begründe deine Meinung**
Nenne Gründe und Argumente, die deinen Standpunkt unterstützen.

Firstly, ... / Secondly, ... / Thirdly, ...
Let's not forget that ...

**3 Drücke deine Gefühle aus**
In manchen Situationen kann es deine Position verstärken, wenn du deine persönlichen Empfindungen wiedergibst.

I was (really) angry / surprised / worried / ...
I felt that ... was clever / hard / unfair / ...
I can't / couldn't believe that ...

**4 Reagiere angemessen**
Beim Austausch von Gedanken und Ideen gehe höflich auf das ein, was andere gesagt haben.

I agree with you. / I think so too.
You've got a good point there, but ...
I don't agree with you about ...
I'm not sure that's true.

**5 Fasse das Gesagte zusammen**
Fasse deine Argumente am Schluss klar zusammen. Nenne den Aspekt, der dir am Wichtigsten ist.

To sum up, ...
Overall, I think ...

## SF 9 Describing pictures

**Unit 2,** p. 27, **Unit 3** p. 97

**1 Auf den ersten Blick**
Stelle die Abbildung vor und sage, woher sie kommt. Beschreibe die Situation allgemein.

I'd like to talk about this photo of ...
I found it on the internet ...
This picture shows ...

**2 Was ist wo? Schau genau!**
Sage, wen oder was du siehst und wo etwas zu sehen ist. Ordne die Personen, Orte und Dinge einander zu. Was tun die Personen gerade *(present progressive)*? Beschreibe die Personen genauer, z. B. Alter, Haare, Kleidung. Bei Gegenständen sind Farbe, Form und Größe interessant.

At the top/bottom there is ...
In the foreground/background/middle there are ...
On the left/right I can see ...
Above / Between / In front of / Next to / Under ...

**3 Was denkst du?**
Vermute, woher sich die Personen kennen, wie sie sich fühlen, was vielleicht vorher passiert ist oder was gleich geschehen könnte.

I think ... / Maybe ... They look very ...

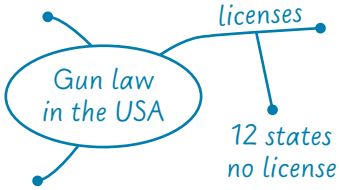
# SF 10 Giving a presentation

Unit 2 p. 37

Sowohl in der Schule als auch später im Beruf ist es wichtig, dass du einen guten Vortrag halten kannst. Zu einer gelungenen Präsentation gehören eine sorgfältige Vorbereitung, ein sinnvoller Aufbau und eine ansprechende Veranschaulichung.

## 1 Sammle Informationen

Nutze verschiedene Medien, um Informationen zu sammeln, z. B.: Internet, Bücher, Zeitschriften, Zeitungen.
Prüfe deine Quellen und Informationen sorgfältig (→ SF 18 ).




## 2 Notiere und ordne deine Informationen

Du kannst die Informationen in einer Mindmap, als Stichpunkte oder in einer Tabelle sammeln. Auch Karteikarten bieten sich für deine Notizen an. Schreibe nur die wichtigsten Stichworte auf. Strukturiere deine Notizen genauso wie deine Präsentation. Hebe die wichtigsten Begriffe mit verschiedenen Farben hervor. Notiere, wann du welches Medium einsetzt.

## 3 Strukturiere deinen Vortrag

- Baue deinen Vortrag sinnvoll auf. In der **Einleitung** weckst du das Interesse der Zuhörer, z. B. mit einem Foto, einem kurzen Film oder auch einem sprachlichen Impuls (einer Frage oder einer kontroversen Aussage), der zum Nachdenken anregt. Gib deinen Mitschülern zu Beginn deines Vortrags einen Überblick, was sie erwartet.
- Im **Hauptteil** stellst du die Informationen vor, angeordnet z. B. nach ihrer Wichtigkeit oder dem zeitlichen Ablauf. Leite jedes neue Thema ein und mache danach eine kurze Pause. Wenn deine Zuhörer Fragen haben, können sie diese direkt nach jedem Abschnitt stellen, oder gesammelt am Schluss – das entscheidest du.
- Am **Schluss** steht eine Zusammenfassung oder ein Ausblick. Bedanke dich bei deinen Zuhörern.

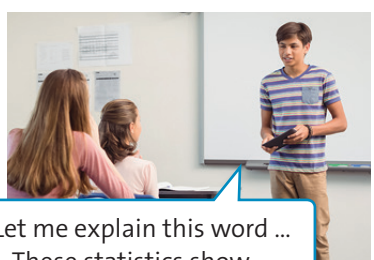
Today I am going to talk about ...
Firstly, I'm going to give you some information about ...
Secondly, ... / Finally, ...

On the next slide you can see ...
Now I would like to explain how ...
Please feel free to ask questions (at the end).

To sum up, ...

## 4 Veranschauliche das Gesagte

Veranschauliche deinen Vortrag mit Bildern, Diagrammen oder Gegenständen. Verwende kurze, verständliche Sätze und vermeide schwierige oder unbekannte Wörter. Erkläre diese, wenn es notwendig ist. Nenne Beispiele, die das Gesagte verdeutlichen.



Let me explain this word ...
These statistics show ...
A good example of this is ...

## 5 Präsentiere deinen Vortrag

- Bereite alles in Ruhe vor.
- Sprich langsam und deutlich. Lies nicht von deinen (Computer-)Folien ab. Schau nicht nur auf deine Notizen, sondern schau auch dein Publikum an und lächle.
- Bleibe ruhig, wenn du kurz den Faden verlierst oder Zeit benötigst.

Just a moment, please.
Sorry, let me just take a quick look at this slide.

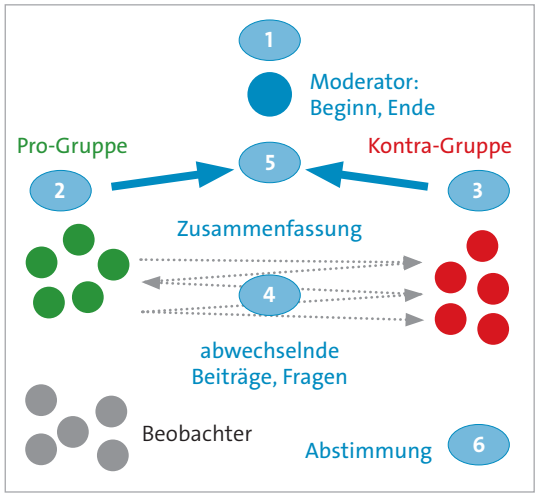
# SF 11 Holding a debate

Unit 2 p. 35

Eine Debatte ist eine genau geregelte Diskussion. Ziel einer Debatte ist es, zu einer Entscheidung in einer Streitfrage zu kommen. Es stehen sich klar abgegrenzte **Pro**- und **Kontra**-Positionen gegenüber. Die Debatte wird von einem **Moderator** *(chairperson)* geleitet. Die Redezeit ist genau festgelegt. Die an der Debatte nicht direkt beteiligten Schülerinnen und Schüler agieren als **Beobachter**. Sie erhalten Beobachtungsaufgaben (→ SF 15), stellen Fragen an die Pro- und Kontra-Gruppen und stimmen am Ende darüber ab, welche Gruppe überzeugender argumentiert hat.

## 1 Aufgaben des Moderators

- Eröffnen und Beenden der Debatte
- Reihenfolge festlegen und deren Einhaltung überwachen
- Falls nötig: auf das Thema verweisen und zur Ordnung rufen bei Unsachlichkeit
- Überwachen der Redezeit (kann auch von einem *time keeper* übernommen werden)




## 2 Rolle der Teilnehmer

Alle Teilnehmer hören einander gut zu, lassen andere ausreden und bleiben stets höflich und sachlich. Bei Unklarheiten könnt ihr nachfragen.

## 3 Ablauf einer Debatte

| | |
|---|---|
| 1. Phase | Begrüßung durch den Moderator, Nennung des Themas, Hinweis auf vereinbarte Regeln |
| 2. Phase | Darstellung des Standpunktes von Gruppe 1 |
| 3. Phase | Darstellung des Standpunktes von Gruppe 2 |
| 4. Phase | gegenseitiges Beantworten von Fragen der Gruppen und der Beobachter |
| 5. Phase | Zusammenfassung der Argumente durch beide Gruppen |
| 6. Phase | Abstimmung durch Beobachter und Beendigung der Debatte |

## 4 Die eigene Meinung ausdrücken

- Legt eure Position dar und sagt zu Beginn der Debatte klar, was genau ihr zu einer Frage oder diesem Thema denkt. Habt nützliche Wörter und höfliche Redewendungen parat.

In our opinion, / view, ...
We think ... is a bad idea / is dangerous / could lead to ...
On the subject of ...

- Begründet eure Meinung und nennt Gründe und Argumente, die euren Standpunkt unterstützen.

Firstly, / Secondly, / Thirdly, ...
We believe that ... because ...

- Diskutiert mit den anderen Gruppen. Hakt bei ihren Standpunkten nach und widersprecht mit sachlichen Argumenten.

We agree with you about ..., but ...
We completely disagree with ...
You may be right there, but ...

- Fasst eure Argumente am Schluss prägnant zusammen. Nennt den Aspekt, der euch am Wichtigsten ist.

To sum up, ...

# Methodische Kompetenzen

## SF 12 Learning words

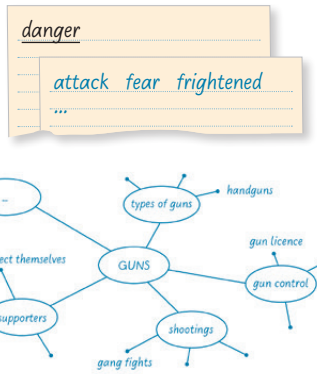
**Unit 2** pp. 35, 104, **Unit 4** p. 63

### Wie und wo lerne ich Vokabeln?

**1** Führe dein Vokabelheft, deine Vokabelkartei oder Computer-Vokabelliste aus Klasse 7 weiter.
Du lernst neue Vokabeln am besten an einem ruhigen und aufgeräumten Platz.
Für unterwegs kannst du sie dir aufs Handy sprechen oder per Vokabeltrainer-App üben.

**2** **Du merkst dir neue Wörter noch besser, wenn du …**

**a** sie unter **Oberbegriffen** sortierst und diese z. B. auf **Karteikarten** sammelst. Auf eine Seite schreibst du den Oberbegriff, auf die andere die passenden Wörter dazu.
Falls dir Abbildungen helfen, kannst du welche hinzufügen.
Sammle Wörter, die zu einem Wortfeld gehören, auch einmal in einem ***word web*** (Wortnetz), einer Tabelle oder einem Diagramm.




**b** **Synonyme**, also Wörter mit der gleichen Bedeutung, und **Gegensatzpaare** sammelst.

## SF 13 Understanding new words

**Unit 1** p. 15, **Unit 3** pp. 46, 51, **Unit 4** pp. 69, 70, **Unit 5** pp. 81, 91

### Wie kann ich unbekannte Wörter erschließen?

**1** **Bilder und Überschriften**
Bilder zeigen dir oft Dinge, deren englische Bezeichnungen du im Text noch nicht kennst.

**2** **Erschließen aus dem Kontext**
Manchmal hilft dir der Kontext, also die Wörter oder die Sätze vor und nach dem neuen Wort.

**3** **Internationalismen und Ähnlichkeiten zum Deutschen**
Viele englische Wörter sind international gebräuchlich. Du verstehst sie problemlos, z. B. *account, cop, design, headset, podcast, selfie, sweater, …*
Andere Wörter wiederum sind deutschen Wörtern in Schrift und Klang ähnlich, sodass du sie leicht erschließen kannst, z. B. *(to) film* – filmen, *casino* – Kasino, *checklist* – Checkliste.

**4** **Wortfamilien und Wortbildungsgesetze**

**a** Wörter aus der gleichen Wortfamilie lassen sich meist gut erschließen.
Kennst du das Verb *make*, verstehst du auch die Nomen *maker* oder *making*.
Manchmal sind sogar die Formen für unterschiedliche Wortarten gleich: *(to) name* bedeutet „(be)nennen“, *a name* ist ein Name.

**b** Manche Nomen sind aus mehreren Teilwörtern (meist zweien) zusammengesetzt *(compound nouns)*. Du kennst *(to) use* und *name* und kannst dir daher *username* erschließen.
Wörter können auch verkürzt werden: aus *advertisement* wird z. B. *ad* oder *advert*.

**c** Oft werden Wörter mithilfe verschiedener Vor- oder Nachsilben gebildet:

| Präfixe (Vorsilben) | | |
|---|---|---|
| *dis-*<br>*un-* | Ein Wort wird in sein Gegenteil verkehrt. | *like* ⟶ *dislike*<br>*armed* ⟶ *unarmed* |
| *super-* | Ein Nomen oder Adjektiv wird verstärkt. | *fast* ⟶ *superfast* |
| **Suffixe (Nachsilben)** | | |
| *-able* | Aus einem Verb wird ein Adjektiv. | *sustain* ⟶ *sustainable* |
| *-er* | Aus einem Tätigkeitsverb wird eine Person oder ein Gerät. | *protest* ⟶ *protester*<br>*print* ⟶ *printer* |
| *-ful* | Aus einem Nomen wird ein Adjektiv. | *success* ⟶ *successful* |
| *-ing* | Aus einem Verb wird ein Nomen. | *draw* ⟶ *drawing* |
| *-less* | Mit *-less* verkehrt man Adjektive in ihr Gegenteil oder macht aus einem Nomen ein Adjektiv. | *respectful* ⟶ *respectless*<br>*home* ⟶ *homeless* |
| *-ment* | Aus einem Verb wird ein Nomen. | *improve* ⟶ *improvement* |

# SF14 Using an online dictionary

**Unit 1** p. 15, **Unit 4** p. 70

## Wie benutze ich ein Online-Wörterbuch?

**1 Suchfeldeingabe**

Gib das Wort in das Suchfeld ein und beachte die richtige Schreibweise.

**2 Aussprache anhören**

Durch einen Klick auf das Lautsprechersymbol [ ] kannst du dir das Wort anhören. Manchmal gibt es regionale Varianten, d. h. Wörter werden beispielsweise im britischen Englisch anders ausgesprochen als im amerikanischen Englisch.

**3 Wortart wählen**

Manchmal kann das gleiche Wort ein Substantiv, ein Adjektiv oder ein Verb sein.

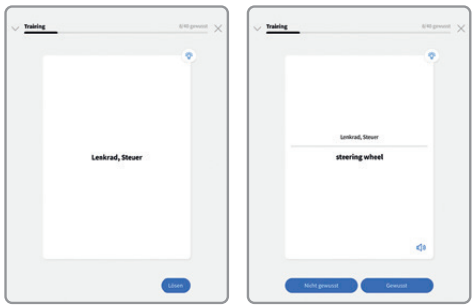
**4 Unterschiedliche Bedeutungen beachten**

Oft sind mehrere Beispiele (auch ganze Sätze) angegeben, wie das Wort verwendet werden kann. Wähle das Beispiel, das dem Satz in deinem Text am nächsten kommt.

## Vokabeltrainer-Apps

Vokabeltrainer-Apps bieten neben den abwechslungsreichen Aufgaben mit Informationen über Bedeutung und Aussprache zusätzliche Vorteile:

- Du kannst deinen eigenen Wortschatz eingeben und gezielt üben – auch unterwegs.
- Wortschatz kannst du als Karteikarten anzeigen und vorlesen lassen.
- Es gibt zusätzlich aufeinander aufbauende interaktive Möglichkeiten des Wiederholens und Übens.
- Dein Lernfortschritt wird in Statistiken dokumentiert.



## SF 15 Giving feedback

Unit 3 p. 55, Unit 5 pp. 88, 93

Gegenseitige Rückmeldungen helfen dir und deinen Partnern dabei, eure Leistungen zu verbessern. Dabei solltest du einige grundlegende Dinge beachten.

### 1 Wie gehe ich vor?

Wenn du zu einem Text oder einer Präsentation Feedback geben sollst, ist es wichtig, dass du

- den Text sorgfältig liest bzw. der Präsentation aufmerksam folgst.
- dir aussagekräftige, sachliche Notizen machst. Ein Feedbackbogen kann dir dabei helfen.
- deine Aussagen stets sachlich begründest.

### 2 Wie gebe ich positives Feedback?

Es ist einfacher und angenehmer, etwas zu loben, als es zu kritisieren. Deine Rückmeldung sollte allerdings nicht aus oberflächlichen Floskeln bestehen *(It was a nice text/presentation.)*, sondern sich auf konkrete Gesichtspunkte beziehen wie Inhalt, Struktur, Wortwahl, Grammatik und Verständlichkeit:

**Feedback checklist**

| CONTENT: Anna's text / presentation is … | ☺ | 😐 | ☹ | comments |
|---|---|---|---|---|
| easy to understand | | ✔ | | |
| informative and clear | ✔ | | | *many details* |
| interesting/exciting | | | ✔ | |
| … | | | | |
| **LANGUAGE: You …** | | | | |
| join ideas with linking words | ✔ | | | *because, however, in addition* |
| use good phrases and different adjectives | ✔ | | | *environment-friendly, silky, organic* |
| use correct grammar (tenses, adverbs, comparisons, …) | | | ✔ | *uses wrong tense (past tense)* |
| have correct spelling and punctuation | | ✔ | | *comfortable, sustainable* |
| … | | | | |
| **PRESENTATION: You …** | | | | |
| spoke clearly | | ✔ | | |
| gave interesting information | | | ✔ | |
| used different media | ✔ | | | *PC, poster, video* |
| had a good plan | | ✔ | | |
| … | | | | |

I liked your presentation. You even pronounced difficult words like "comfortable" or "sustainable" correctly.

I liked your topic. You gave lots of interesting information about …

### 3 Wie weise ich auf Dinge hin, die verbessert werden sollten?

Deine Rückmeldung sollte immer **respektvoll** sein. Niemand darf sich persönlich angegriffen oder beleidigt fühlen. Daher solltest du mit einem gut gelungenen Aspekt beginnen, den du loben kannst. Gesichtspunkte, die du für weniger gelungen hältst, solltest du dann nicht nur konkret und sachlich benennen, sondern auch Vorschläge machen, wie man sie verbessern – z. B. anders formulieren oder ergänzen – kann.

Wenn du selbst **Feedback erhältst**, verbessere deine Fehler. Überdenke die Hinweise und Vorschläge, die dir von anderen gemacht wurden, und arbeite sie wenn möglich ein.

I'm afraid you did not use many linking words. Include linking words like "therefore", "although" or "overall". Maybe a few more visuals would make it easier to understand part 2 of your talk.

# SF16 How to do better in tests

**Revision 1** pp. 42–43, **Revision 2** pp. 76–77

## Wie kann ich meine Leistungen verbessern?

Mit diesen Tipps kannst du häufige Fehler vermeiden und bessere Ergebnisse in Tests erzielen.

**1 Lerne aus deinen Fehlern: Führe ein Fehlerprotokoll**

Ein Fehlerprotokoll *(error log)* kann dir helfen, deine typischen Fehler zu erkennen. Lege eine Übersicht an, in der du notierst, welche Fehler du gemacht hast und wie sie verbessert werden müssen – als handgeschriebene Liste, Notizbuch, Schnellhefter, Karteikasten oder Computerdatei. Ergänze sie, wenn du eine korrigierte Arbeit zurückbekommst und nutze diese Kategorien:

GR = *grammar*: Grammatikfehler, z. B. falsche Verbform (~~sayed~~ statt *said*), falsche Präposition (*in* statt *on*) etc. Hier kann dir oft das *Language file* ab S. 136 helfen.

SP = *spelling*: Falsche Schreibweise, z. B. *My father ~~new~~ I would like it* statt *My father knew* …

WW = *wrong word*: Du verwechselst Wörter und ihre Bedeutungen bzw. kannst sie nicht korrekt anwenden. Wiederhole die Vokabeln mithilfe des *Vocabulary* ab S. 178.

FF = *false friend*: Leider gibt es einige Wörter, die im Deutschen und Englischen ähnlich klingen oder aussehen, aber eine andere Bedeutung haben (z. B. *rock* = Fels, Rock = *skirt*).

WO = *word order*: Fehler bei der Wortstellung (*Yesterday ~~read I~~* … statt *Yesterday I read*).

**My error log**

| sentence with error (fehlerhafter Satz) | correct sentence (korrigierter Satz) | type of error (Art des Fehlers) | notes (Hinweise, Tipps und Notizen) |
|---|---|---|---|
| I became a great DVD for Christmas. | I got a great DVD for Christmas. | false friend (FF) | to become = werden<br>to get = bekommen |
| My father new I would like it. | My father knew I would like it. | spelling (SP) | klingt gleich, hat andere Bedeutung |
| My brohter also liked it. | My brother also liked it. | spelling (SP) | Buchstaben vertauscht |
| I saw it in the internet. | I saw it on the internet. | grammar (GR) | falsche Präposition |
| It gives many great films at the moment. | There are many great films at the moment. | wrong word (WW) | Es gibt = There is / There are! |
| My dad sayed he wanted to see you. | My dad said he wanted to see you. | grammar (GR) | (to) say, said, said – s. Liste *irregular verbs* (S. 244f.) |
| If it rains tomorrow, can we go to the cinema. | If it rains tomorrow, we can go to the cinema. | word order (WO) | Wenn ein Nebensatz vorausgeht, ändert sich die Wortstellung *subject – verb* des Hauptsatzes nicht. |

Wenn du die Liste am Computer führst (z. B. als Tabelle), kannst du sie nach der Art der Fehler sortieren lassen. Dann findest du schnell heraus, in welchem Bereich du die größten Schwierigkeiten hast, und kannst dich darauf konzentrieren, indem du z. B. gezielt ein bestimmtes Grammatikkapitel oder ein spezielles Wortfeld wiederholst. Studiere diese Liste vor der nächsten Schulaufgabe gründlich.

### 2 Tipps für Prüfungen

- Konzentriere dich bei der Arbeit. Es geht nicht um Geschwindigkeit, sondern um gute Ergebnisse!
- Übe neue Wörter und Wendungen der letzten Unit mit dem *Vocabulary*. Wiederhole auch bekannten Wortschatz regelmäßig. Lass dich am besten von jemandem abfragen.
- Lerne neue Wendungen im Zusammenhang, statt nur Einzelwörter (z. B. *I look forward to Christmas*.). Wiederhole die grammatischen Schwerpunkte der Unit mit den Introduction-Seiten im Schülerbuch. Lies die dazugehörigen Teile im *Language file*.
- Wenn du etwas nicht verstehst, schlage im *Language file* oder in deinen Unterlagen nach und frage deine Lehrkraft oder deine Mitschüler/innen.

### 3 Prüfungsvorbereitung

- Beginne rechtzeitig mit deiner Vorbereitung. Verschaffe dir zunächst einen Überblick über den Prüfungsstoff und teile ihn in überschaubare Abschnitte ein. Hake Erledigtes ab.
- Lerne, deine typischen Fehler zu vermeiden – mithilfe deines *error logs*.
- Informiere dich über die üblichen Aufgabenstellungen und stelle sicher, dass du genau verstehst, was du tun musst.

### 4 Während der Prüfung

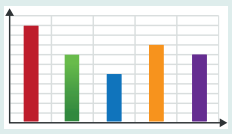
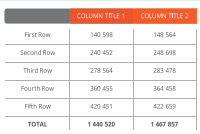
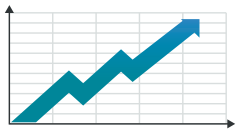
- Bleibe stets konzentriert und optimistisch. Lass dich nicht nervös machen.
- Lies dir die Arbeitsanweisungen mehrmals genau durch. Wichtiges kannst du unterstreichen oder markieren (⟶ SF 19).
- Wenn du fertig bist, überprüfe, ob du alle geforderten Punkte abhaken kannst.
- Teile dir die Zeit gut ein. Oft hilft es, mit etwas Leichtem zu beginnen. Wenn du merkst, dass du bei einer Aufgabe nicht weiterkommst, lege sie beiseite und schaue sie später wieder an. Plane am Ende genügend Zeit ein, um deine Antworten noch einmal in Ruhe durchlesen und korrigieren zu können. Schaue beim Arbeiten ab und zu auf die Uhr, damit du weißt, wie viel Zeit du noch hast.

# SF 17 Working with charts and diagrams

USA p. 9, Unit 3 p. 46, Unit 4 p. 66, Unit 5 p. 89

Tabellen und Diagramme stellen Vergleiche zwischen mindestens zwei Dingen dar. Sie veranschaulichen komplexe Informationen und helfen dabei, sie besser verstehen und vergleichen zu können. Du kannst mit Diagrammen Entwicklungen aufzeigen und Überblicke geben.

## 1 Arten von Diagrammen

| Englisch | Deutsch | verwendet für … | Beispiel |
|---|---|---|---|
| **bar graph / bar chart** | Balken-/Säulendiagramm | Vergleich von Mengen oder Größen |  |
| **chart/table** | Tabelle | Vergleich unterschiedlicher Daten |  |
| **infographic** | Infografik/ Piktogramm | bildliche Darstellungen mit Symbolen und/oder Bildern | |
| **line graph / line chart** | Linien-/Kurvendiagramm | Entwicklungen oder Verläufe |  |
| **map** | Landkarte | Orte oder Entfernungen abbilden | |
| **pie chart** | Torten-/ Kreisdiagramm | Überblick über prozentuale Verteilung | |
| **Venn diagram** | Venn-/Mengendiagramm | Beziehungen zwischen Mengen (Gemeinsamkeiten und Unterschiede) | |

## 2 Aufbau

**Schritt 1:** Schau dir zuerst die Überschrift, die Erklärungen und Beschriftungen an. Sie geben dir Hinweise auf den Inhalt. Schau dann auf die Einheiten der Angaben. Möglich sind Größen- oder Mengenangaben, Jahreszahlen oder Prozentsätze.
Beschreibe, was das Diagramm aussagt (Thema) und nenne deine Quelle.

In this diagram you can see …
It is taken from …

**Schritt 2:** Beschreibe die Hauptaussagen des Diagramms (Inhalt und äußere Gestaltung).

It shows that …

**Schritt 3:** Fasse die wichtigsten Ergebnisse zusammen.

All in all we can see that …

## 3 Wortschatz zum Beschreiben von Diagrammen

This diagram presents/compares/…
This chart shows the position of / the development of / a trend …
The number of … grows/increases/rises/drops/falls …
The number of … does not change …
25 per cent / One quarter of …
The horizontal/vertical axis shows …

## SF 18 Doing internet research

**Unit 2** pp. 36, 41, **Unit 3** p. 57, **Unit 5** p. 93

Im Internet kannst du schnell und einfach Informationen zu allen Themen finden. Aber sei bei deiner Recherche vorsichtig, denn nicht alles, was du im Netz findest, ist wichtig und richtig. Benutze auch andere Quellen wie Lexika und (Fach-)Bücher aus der Bücherei, Zeitungen und (Fach-)Zeitschriften.

### 1 Verwende Suchmaschinen

- Formuliere präzise Suchbegriffe, die dein Thema genau beschreiben. Gibst du beispielsweise *mobile phone* ein, erhältst du u.a. viele kommerzielle Angebote. Kombinierte Suchbegriffe wie z. B. *mobile phone history* grenzen die Anzahl der Ergebnisse deutlich ein.
- Die Reihenfolge der Suchbegriffe verändert die Ergebnisse. Verwendest du zusätzlich eine weitere Suchmaschine, erhältst du z. T. unterschiedliche Ergebnisse.
- Durch Operatoren wie **+** (und) und - (oder) kannst du die Ergebnisse weiter filtern.
- Setzt du einen Begriff in Anführungszeichen, erhältst du nur Ergebnisse, die deine Worte in exakt dieser Reihenfolge enthalten. Das kann z. B. bei der Suche nach Zitaten nützlich sein.

### 2 Überprüfe deine Ergebnisse und Quellen kritisch

- Das erste Suchresultat muss nicht das beste sein und auch nicht unbedingt richtig. Wikipedia-Seiten können Fehler enthalten, da die Artikel von freiwilligen Helfern geschrieben werden.
- Analysiere die Ergebnisse kritisch und überprüfe die Endung der Seite. Eher vertrauenswürdig sind die Endungen *.gov, .org* und *.edu*; Vorsicht ist geboten bei *.com, .lo* oder *.co*. Auch verkürzte Links können dich auf potentiell unseriöse Seiten führen. Verwende im Zweifel eine URL-Prüfseite.
- Es ist leicht, Bilder zu verfälschen, zu manipulieren oder aus dem Zusammenhang zu reißen. Führe eine umgekehrte Bildersuche durch, indem du das gefundene Bild wieder hochlädst und weitere Fundorte überprüfst.
- Um die Glaubwürdigkeit einer Nachricht zu prüfen, führe eine Gegenprobe in anderen Quellen durch. Unseriöse Quellen erkennst du an mehreren Merkmalen, etwa an reißerischen oder unpassenden Überschriften, fehlenden Angaben zum Autor, fehlenden Belegen oder an einem veralteten Datum. Überprüfe auch das Impressum der Seite.

### 3 Organisiere deine Internetrecherche

- Speichere die verwendeten Quellen als Lesezeichen ab.
- Drucke ggf. die wichtigsten Informationen aus, bearbeite sie mit Markierungen und mache dir Notizen (→ SF 19).
- Bei jeder deiner Informationen notiere die genaue URL mit Datum des Seitenabrufs und den Autor.

### 4 Beachte das Copyright

- Schreibe Texte nicht einfach wörtlich ab. Gib stets die exakte Quelle an.
- Bilder sind in der Regel urheberrechtlich geschützt. Verwende daher eigene oder lizenzfreie Bilder (*creative commons*). Überprüfe die Lizenz sorgfältig: Sind die Bilder gemeinfrei (CC0) oder gibt es Einschränkungen (z. B. Nennung des Urhebers)?

# SF 19 How to write good texts

Unit 3 p. 54

Gut aufgebaute und präzise formulierte Texte machen es deinen Lesern leichter, deine Gedanken nachzuvollziehen – egal, um welche Textsorte es sich handelt. Auch bei Präsentationen und Projekten sind gute Texte wichtig.

**Plane** deine Texte, bevor du einen **ersten Entwurf** erstellst. Diesen **überarbeitest** und verbesserst du dann, bis du mit dem Ergebnis zufrieden bist. Das ist zwar zeitaufwendig, aber deine Belohnung sind gelungene, gut lesbare Texte.

## 1 Planungsphase

Mache dir zunächst klar, über welches **Thema** du schreiben willst.
Welche **Textsorte** ist verlangt? Sollst du eine Geschichte schreiben, eine Zusammenfassung, einen Bericht oder eine Rezension? Jede Textsorte hat unterschiedliche Merkmale. Dementsprechend musst du dabei unterschiedliche Regeln beachten.
Während eine Geschichte z. B. lebendig und anschaulich sein sollte, muss ein Bericht sachlich formuliert werden.
Eine **Produktrezension** beinhaltet sowohl subjektive als auch objektive Elemente (siehe A).

Dann **recherchiere oder sammle** die Informationen, die du für dein Thema benötigst.
Ordne und **strukturiere** deine Materialien

- durch sinnvolle Markierungen (siehe B)
- mithilfe von Mindmaps
- mit Klebezetteln, die du leicht neu anordnen, austauschen oder ergänzen kannst.

Mache **Notizen** (siehe C), **sammle** Ideen, Argumente und ggf. benötigten Wortschatz.
Lege eine **Gliederung** an in Einleitung, Hauptteil und Schluss. Der Hauptteil kann mehrere Unterpunkte mit Unterüberschriften haben (siehe D). Ordne deine Materialien diesen Bestandteilen des Textes zu.

**A**

**Textsorte: product review**

- informativ und detailliert: enthält genaue Informationen über das Produkt
- relevant: bezieht sich auf das Produkt, nicht auf den Verkäufer oder die Lieferung
- objektiv geschrieben: keine Beschimpfungen und Beleidigungen, stattdessen sachliche Begründungen
- beinhaltet persönliches Geschmacksurteil

**B**

**Texte markieren**

Du kannst wichtige Textstellen

- mit Textmarker hervorheben
- unterstreichen
- umkreisen
- mit Symbolen und Abkürzungen markieren (?, !, ☺, ☹, →)
- durch Notizen am Rand hervorheben.

**C**

**Notizen erstellen**

☺ Notiere nur die wichtigsten Wörter, die Schlüsselwörter *(key words)*. Das sind in der Regel Substantive oder Verben.
☺ Mit *wh*-Fragewörtern *(what, where, when, who, why)* kannst du deine Notizen strukturieren und wichtige Antworten notieren.
☺ Benutze Abkürzungen und Symbole:

| | | | |
|---|---|---|---|
| = | the same as | ≠ | not the same as |
| +, & | and | / | or |
| ! | important | ? | open question |
| x | no or wrong | ✔ | yes or right |
| → | becomes / will be | | |
| e.g. | for example | | |

## 2 Schreibe deinen Text

Jetzt schreibe einen ersten Entwurf. Strukturiere deine Sätze gut *(The most important aspect …; Therefore, I think it's …)*. Ergänze passende **linking words**, also Konjunktionen (z. B. *because, however, therefore*). Verwende auch Relativpronomen (z. B. *that, who, where*) und Adjektive, die Personen und Dinge genauer beschreiben (z. B. *comfortable, useful,* …), um den Text zu einem stimmigen und zusammenhängenden Ganzen zu machen.
Beginne für jede Idee einen neuen Absatz.

D

**Aufbau product review**

**A Einleitung**
allgemeine Informationen über das Produkt

**B Hauptteil: Bewertung des Produkts**
– Beschreibung und Eigenschaften
– Bewertung des Produkts

**C Schluss**
begründete Empfehlung

**verwendete Zeitstufe: *present tense***
**zusammenfassende Überschrift**

## 3 Überprüfe und korrigiere deinen Text

Wenn der Entwurf fertig ist, lies ihn mehrfach selbstkritisch durch und prüfe ihn unter mehreren Aspekten, am besten in getrennten Durchgängen, mit Pausen dazwischen:

- Aufbau und Lesbarkeit: Hat der Text eine logische Struktur? Ist er verständlich und liest sich flüssig?
- Sprache: Untersuche den Text nach verschiedenen formalen Aspekten wie Rechtschreibung, Zeichensetzung, Grammatik, *linking words*, …
- Ausdruck: Ist der Text abwechslungsreich und lebendig gestaltet? Verwendest du treffende Adjektive und Adverbien ebenso wie abwechslungsreiche Verben? Gibt es Wortwiederholungen?
- typische Fehlerquellen wie Groß- und Kleinschreibung, unregelmäßige Pluralformen (z. B. *child – children, shelf – shelves*) gleicher Klang, aber unterschiedliche Schreibweisen (z. B. *to –two – too, there – their – they're*) und unregelmäßige Verben (s. Liste auf S. 244f.).

**Great sound, but with a major problem** ★★★☆☆

During my last summer holidays I noticed that my smartphone was not the best choice for listening to music by or in the pool because it is not waterproof. So I bought this mp3 player, with which I can enjoy my favourite songs even when I am swimming!

It is fantastic that I don't have to worry about it getting wet. The mp3 player is absolutely waterproof, no matter if you swim or dive or just lie at the pool. Above all, the handling of the device is easy. Although there are clear instructions in a booklet, there is no need to read them.

Of course the mp3 player comes with matching headphones. Earbuds in three different sizes are included so that you will find a pair which fits your ears perfectly.

The most important aspect is that the sound is clear. Therefore I am absolutely happy with it. The only problem is the batteries: Unfortunately, they have to be charged every day. I find that quite disappointing because the mp3 player was very expensive.

To sum it up, I can recommend this mp3 player, but if you go on holidays, you mustn't forget the charger.

Überschrift: kurze Zusammenfassung des Textes

Einleitung: Hauptmerkmal wird genannt.

Hauptteil: verschiedene Eigenschaften werden genannt und bewertet und Kritik wird begründet.

Schluss: Empfehlung oder Warnung

# Interkulturelle Kompetenzen

## SF 20 Communicating in everyday situations

**Unit 1** p. 22, **Unit 4** p. 71, **Unit 5** p. 84

Unterhaltungen mit Menschen aus anderen Ländern gelingen gut, wenn du freundlich, höflich und aufgeschlossen bist. Verwende häufig *please, thank you* und *excuse me*. Um ein Gespräch in Gang zu bringen und am Laufen zu halten, können dir diese Hinweise helfen.

**Jemanden neu kennenlernen**

**Smalltalk** ermöglicht ein entspanntes Kennenlernen, indem man sich zum Beispiel nach dem Befinden des anderen erkundigt, über unverfängliche Kleinigkeiten spricht (z. B. das Wetter) oder ein nettes Kompliment macht.

- Stelle dich auf deinen Gesprächspartner ein. Wenn du mit einem Gleichaltrigen sprichst, kannst du viel informeller sein und über andere Themen sprechen als mit jemand Älterem.
- Manchmal gibt es kulturelle Unterschiede. Dinge, die für dich selbstverständlich sind, sind dem Gegenüber fremd (z. B. Schulsystem) oder in anderen Kulturen und Ländern anders (z. B. Größen wie die Geschwindigkeit, Mengeneinheiten, Temperaturen). Manches muss erklärt werden, um Missverständnisse zu vermeiden – gib daher entsprechende Hintergrundinformationen.
- Beginne die Unterhaltung freundlich und mit allgemeinen Fragen zu etwas, das dich mit deinem Gesprächspartner verbindet, z. B. dem Ort oder der Situation.

Hi, I'm Luka. / How are you?
Where are you from?
Are you enjoying ...?

- Um die Unterhaltung am Laufen zu halten, zeige Interesse und frage nach, um so mehr Details herauszufinden.
- Höre genau zu und zeige dein Interesse am Thema und an deinem Gegenüber.

You mentioned / talked about ...
What about you?
Have you been here before?

- Vermeide einsilbige Antworten, um nicht unfreundlich zu wirken. Reagiere auf das Gesagte und erzähle auch etwas von dir selbst.

Really? That's amazing.
That sounds interesting.
I also like ...

- Wenn du etwas nicht verstanden hat, kannst du deinen Gesprächspartner höflich bitten, das Gesagte zu wiederholen und zu vertiefen.
- Formuliere Fragen und Bitten zurückhaltend und höflich. Verwende *please* und *excuse me*. Ausdrücke wie *What?* oder *I want ...* sind unhöflich.

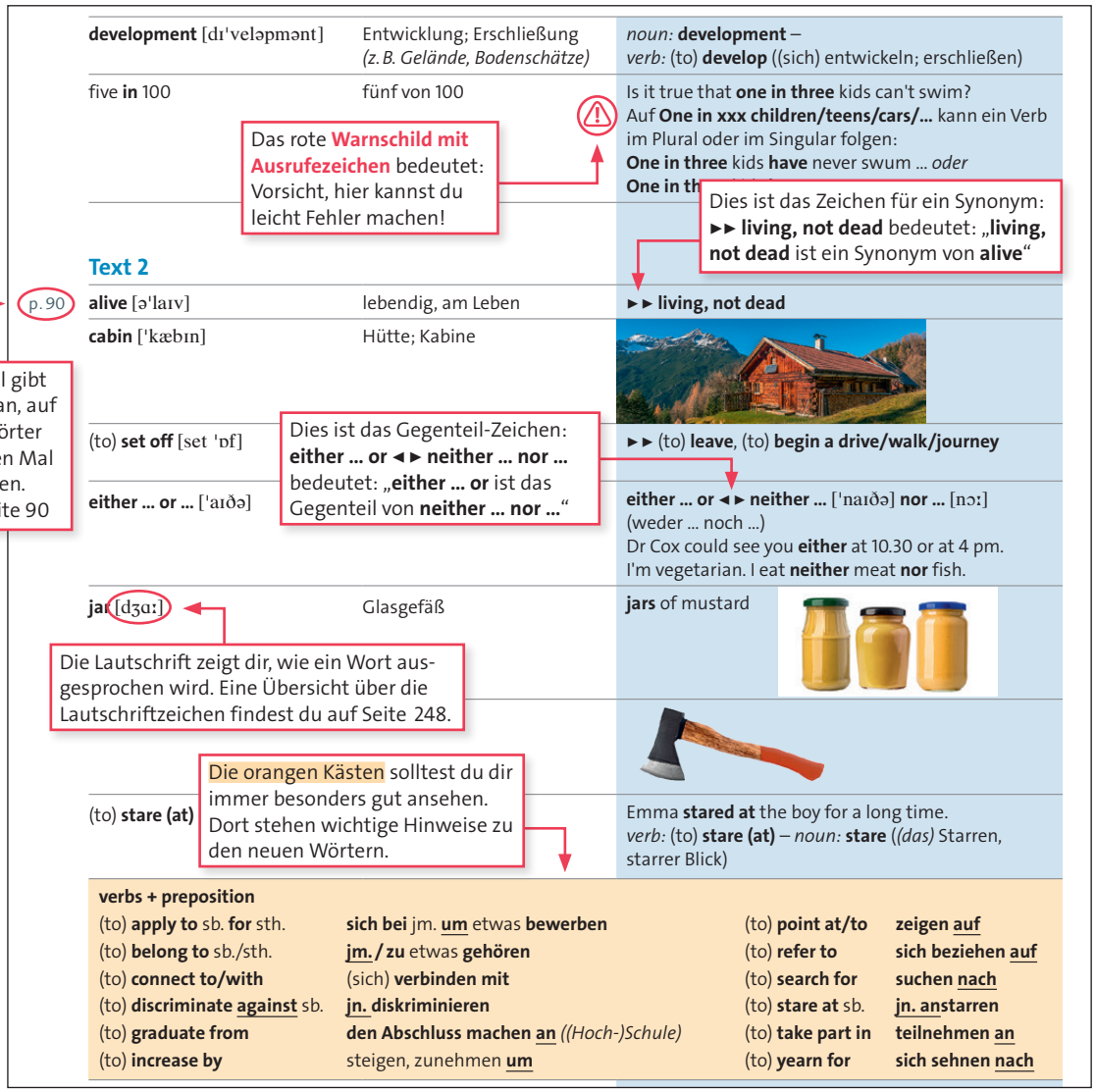
Can you please repeat that?
I'm really sorry, I didn't get that.
Excuse me, what exactly do you mean by that?
Can you explain a bit more, please?

# COUNTRIES AND CONTINENTS

| Country/Continent | Adjective | Person | People |
|---|---|---|---|
| **Afghanistan** [æf'gænɪstæn] *Afghanistan* | **Afghan** ['æfgæn] | **an Afghan** | **the Afghans** |
| **Africa** ['æfrɪkə] *Afrika* | **African** ['æfrɪkən] | **an African** | **the Africans** |
| **America** [ə'merɪkə] *Amerika* | **American** [ə'merɪkən] | **an American** | **the Americans** |
| **Asia** ['eɪʃə, 'eɪʒə] *Asien* | **Asian** ['eɪʃn, 'eɪʒn] | **an Asian** | **the Asians** |
| **Australia** [ɒ'streɪliə] *Australien* | **Australian** [ɒ'streɪliən] | **an Australian** | **the Australians** |
| **Austria** ['ɒstriə] *Österreich* | **Austrian** ['ɒstriən] | **an Austrian** | **the Austrians** |
| **Bangladesh** [bæŋglə'deʃ] *Bangladesch* | **Bangladesh** | **a Bangladeshi** [bæŋglə'deʃi] | **the Bangladeshis** |
| **Belgium** ['beldʒəm] *Belgien* | **Belgian** ['beldʒən] | **a Belgian** | **the Belgians** |
| **Brazil** [brə'zɪl] *Brasilien* | **Brasilian** [brə'zɪliən] | **a Brasilian** | **the Brasilians** |
| **Bulgaria** [bʌl'geəriə] *Bulgarien* | **Bulgarian** [bʌl'geəriən] | **a Bulgarian** | **the Bulgarians** |
| **Canada** ['kænədə] *Kanada* | **Canadian** [kə'neɪdiən] | **a Canadian** | **the Canadians** |
| **China** ['tʃaɪnə] *China* | **Chinese** [tʃaɪ'ni:z] | **a Chinese** | **the Chinese** |
| **Croatia** [krəʊ'eɪʃə] *Kroatien* | **Croatian** [krəʊ'eɪʃn] | **a Croatian** | **the Croatians** |
| **Cuba** ['kju:bə] *Kuba* | **Cuban** ['kju:bən] | **a Cuban** | **the Cubans** |
| **the Czech Republic** [ˌtʃek rɪ'pʌblɪk] *Tschechien, die Tschechische Republik* | **Czech** [tʃek] | **a Czech** | **the Czechs** |
| **Denmark** ['denmɑ:k] *Dänemark* | **Danish** ['deɪnɪʃ] | **a Dane** [deɪn] | **the Danes** |
| **England** ['ɪŋglənd] *England* | **English** ['ɪŋglɪʃ] | **an Englishman/-woman** | **the English** |
| **Europe** ['jʊərəp] *Europa* | **European** [ˌjʊərə'pi:ən] | **a European** | **the Europeans** |
| **Finland** ['fɪnlənd] *Finnland* | **Finnish** ['fɪnɪʃ] | **a Finn** [fɪn] | **the Finns** |
| **France** [frɑ:ns] *Frankreich* | **French** [frentʃ] | **a Frenchman/-woman** | **the French** |
| **Germany** ['dʒɜ:məni] *Deutschland* | **German** ['dʒɜ:mən] | **a German** | **the Germans** |
| **(Great) Britain** ['brɪtn] *Großbritannien* | **British** ['brɪtɪʃ] | **a Briton** ['brɪtn] | **the British** |
| **Greece** [gri:s] *Griechenland* | **Greek** [gri:k] | **a Greek** | **the Greeks** |
| **Hungary** ['hʌŋgəri] *Ungarn* | **Hungarian** [hʌŋ'geəriən] | **a Hungarian** | **the Hungarians** |
| **India** ['ɪndiə] *Indien* | **Indian** ['ɪndiən] | **an Indian** | **the Indians** |
| **Iran** [ɪ'rɑ:n] *Iran* | **Iranian** [ɪ'reɪniən] | **an Iranian** | **the Iranians** |
| **Iraq** [ɪ'rɑ:k] *Irak* | **Iraqi** [ɪ'rɑ:ki] | **an Iraqi** | **the Iraqis** |
| **Ireland** ['aɪələnd] *Irland* | **Irish** ['aɪrɪʃ] | **an Irishman/-woman** | **the Irish** |
| **Italy** ['ɪtəli] *Italien* | **Italian** [ɪ'tæliən] | **an Italian** | **the Italians** |
| **Jamaica** [dʒə'meɪkə] *Jamaika* | **Jamaican** [dʒə'meɪkən] | **a Jamaican** | **the Jamaicans** |
| **Japan** [dʒə'pæn] *Japan* | **Japanese** [ˌdʒæpə'ni:z] | **a Japanese** | **the Japanese** |
| **Kenya** ['kenjə] *Kenia* | **Kenyan** ['kenjən] | **a Kenyan** | **the Kenyans** |
| **the Netherlands** ['neðələndz] *die Niederlande, Holland* | **Dutch** [dʌtʃ] | **a Dutchman/-woman** | **the Dutch** |
| **New Zealand** [ˌnju: 'zi:lənd] *Neuseeland* | **New Zealand** [ˌnju: 'zi:lənd] | **a New Zealander** | **the New Zealanders** |
| **Norway** ['nɔ:weɪ] *Norwegen* | **Norwegian** [nɔ:'wi:dʒən] | **a Norwegian** | **the Norwegians** |
| **Pakistan** [pækɪ'stæn] *Pakistan* | **Pakistani** [pækɪ'stæni] | **a Pakistani** | **the Pakistanis** |
| **Poland** ['pəʊlənd] *Polen* | **Polish** ['pəʊlɪʃ] | **a Pole** [pəʊl] | **the Poles** |
| **Portugal** ['pɔ:tʃʊgl] *Portugal* | **Portuguese** [ˌpɔ:tʃʊ'gi:z] | **a Portuguese** | **the Portuguese** |
| **Romania** [ru'meɪniə] *Rumänien* | **Romanian** [ru'meɪniən] | **a Romanian** | **the Romanians** |
| **Russia** ['rʌʃə] *Russland* | **Russian** ['rʌʃn] | **a Russian** | **the Russians** |
| **Scotland** ['skɒtlənd] *Schottland* | **Scottish** ['skɒtɪʃ] | **a Scotsman/-woman,** | **the Scots** |
| **Serbia** ['sɜ:biə] *Serbien* | **Serbian** ['sɜ:biən] | **a Serb** [sɜ:b] | **the Serbs** |
| **Slovakia** [slə'vækiə] *die Slowakei* | **Slovak** ['sləʊvæk] | **a Slovakian** [slə'vækiən] | **the Slovakians** |
| **Slovenia** [slə'vi:niə] *Slowenien* | **Slovene** ['sləʊvi:n] | **a Slovenian** [slə'vi:niən] | **the Slovenians** |
| **Spain** [speɪn] *Spanien* | **Spanish** ['spænɪʃ] | **a Spaniard** ['spænɪəd] | **the Spaniards** |
| **Sweden** ['swi:dn] *Schweden* | **Swedish** ['swi:dɪʃ] | **a Swede** [swi:d] | **the Swedes** |
| **Switzerland** ['swɪtsələnd] *die Schweiz* | **Swiss** [swɪs] | **a Swiss** | **the Swiss** |
| **Syria** ['sɪriə] *Syrien* | **Syrian** ['sɪriən] | **a Syrian** | **the Syrians** |
| **Turkey** ['tɜ:ki] *die Türkei* | **Turkish** ['tɜ:kɪʃ] | **a Turk** [tɜ:k] | **the Turks** |
| **the United Kingdom (the UK)** [juˌnaɪtɪd 'kɪŋdəm, ˌju:'keɪ] *das Vereinigte Königreich (Großbritannien und Nordirland)* | **British** ['brɪtɪʃ] | **a Briton** ['brɪtn] | **the British** |
| **the United States of America (the USA)** *die Vereinigten Staaten von Amerika* | **American** [ə'merɪkən] | **an American** | **the Americans** |
| **Vietnam** [vi:et'nɑ:m] *Vietnam* | **Vietnamese** [vjetnə'mi:z] | **a Vietnamese** | **the Vietnamese** |
| **Wales** [weɪlz] *Wales* | **Welsh** [welʃ] | **a Welshman/-woman** | **the Welsh** |

Das **Vocabulary (S. 178–210)** enthält alle neuen Wörter und Wendungen des Buches, die du lernen musst. Sie stehen in der Reihenfolge, in der sie im Buch zum ersten Mal vorkommen.

Hier siehst du, wie das Vocabulary aufgebaut ist:




Im **Vocabulary** werden folgende Abkürzungen und Symbole verwendet:
*p.* = *page* (Seite) • *sb.* = *somebody* (jemand) • *AE* = *American English* • *BE* = *British English*
*sth.* = *something* (etwas) • *pl* = *plural* (Mehrzahl) • *no pl* = es gibt das Wort nicht in der Mehrzahl

**Tipps zum Wörterlernen** findest du im **Skills file 12–13** auf den Seiten 167f.

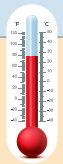
Wenn du nachschlagen möchtest, was ein englisches Wort bedeutet oder wie man es ausspricht, dann solltest du das **Dictionary** auf den Seiten 211–243 verwenden.

## The USA: facts and figures

p. 8

| | | |
|---|---|---|
| **km² = square kilometre(s)** [skweə] | Quadratkilometer | The long sides of this football field are 105 metres long, the short sides are 68 metres long, so the field is 7140 **square metres**. |
| **melting pot** ['meltɪŋ pɒt] | Schmelztiegel | (to) **melt** = (ab)schmelzen – Snow **melts** in the sun.<br>**pot** = Topf |
| **cultural** ['kʌltʃərəl] | kulturell | *adjective:* **cultural** – *noun:* **culture** |

p. 9

| | | |
|---|---|---|
| (to) **break away (from), broke, broken** | sich trennen (von), sich abspalten (von) | (to) break, broke, **broken** ['brəʊkən] |
| **stripe** [straɪp] | Streifen | |
| **the Midwest** [mɪd'west] | der Mittlere Westen *(der USA)* | |
| **everyday** ['evrideɪ] | alltäglich, Alltags- | **everyday life** = Alltag |
| **impression** [ɪm'preʃn] | Eindruck | Tomorrow I'll start my new job. I want to make a good **impression**. |
| **measurement** ['meʒəmənt] | Abmessung, Maß(einheit) | *noun:* **measurement** –<br>*verb:* (to) **measure** ['meʒə] (messen) |
| **degree** [dɪ'griː] | Grad | **Temperatures**<br>*You say:* **25 degrees Celsius / 77 degrees Fahrenheit**<br>*You write:* **25° C / 77° F**  |
| **Fahrenheit (F)** ['færənhaɪt] | Fahrenheit | |
| **gallon** ['gælən] | Gallone *(= 3,78 l in den USA)* | A **gallon** in Great Britain is about 4.5 **litres**, an American **gallon** is about 3.8 **litres**.<br>*English:* 10 **litres** – *German:* 10 **Liter** |
| **litre** ['liːtə] | Liter ⚠ | |
| **mile** [maɪl] | Meile *(ca. 1,6 km)* | I rode my bike down the hill **at** 30 **miles per hour**!<br>**per** = pro<br>**at** 30 **miles per hour** = mit 30 Meilen pro Stunde |
| **volume** ['vɒljuːm] | Volumen, Menge ⚠ | Betonung auf der 1. Silbe: **vol**ume ['vɒljuːm] |

# Unit 1

## The American dream

pp. 10/11

| | | |
|---|---|---|
| (to) **check in** [tʃek 'ɪn] | einchecken | *verbs:* (to) **check in** [tʃek 'ɪn] **check out** [tʃek 'aʊt]<br>*nouns:* **check-in** ['tʃek ɪn] **checkout** ['tʃekaʊt]<br>**Check-in,** *(das)* **Einchecken** **Abreise, Auschecken** *(z. B. Hotel)* |
| (to) **perform** [pə'fɔːm] | auftreten *(Künstler/in)*; aufführen; durchführen | **Perform** the play/scene/dialogue for your class.<br>The Beatles first **performed** in the USA in 1964.<br>We **performed** some interesting experiments in our science lesson today.<br>*verb:* (to) **perform** –<br>*noun:* **performance** [pə'fɔːməns] (Vorstellung, Aufführung) |
| **African American** [æfrɪkən ə'merɪkən] | Afroamerikaner/in; afroamerikanisch | |
| (to) **huddle** ['hʌdl] | sich (zusammen)drängen | They're **huddling** together to keep warm. |
| **mass** [mæs] | Masse(n-) | There were **masses** of people at the parade.<br>Years ago laptops were very expensive, now there is a **mass** market for them. |

| | | | |
|---|---|---|---|
| | (to) **yearn for** sth. / **to do** sth. [jɜːn] | sich sehnen nach etwas / danach, etwas zu tun | (to) **yearn for** sth. = (to) want sth. very much |
| | **liberty** ['lɪbəti] | Freiheit | the state of being free to live as you choose |
| | (to) **achieve** [ə'tʃiːv] | erreichen, erzielen, schaffen | *verb:* (to) **achieve** – *noun:* **achievement** [ə'tʃiːvmənt] (Errungenschaft, Leistung) |
| | **definition** [defɪ'nɪʃn] | Definition | Can you explain the meaning of this word? = Can you give a **definition** of this word? |
| | **ancestor** ['ænsestə] | Vorfahr/in | the people in your family who lived before you = your **ancestors** |
| | **personal** ['pɜːsənl] | persönlich | **Personally**, I think this is a good idea. *(Ich persönlich denke, ...)* **personal** computer = PC *adjective:* **personal** – *noun:* **person** |

## Text 1

| | | | | |
|---|---|---|---|---|
| p. 12 | **lyrics** *(pl)* ['lɪrɪks] | Liedtext | ⚠ | *English:* The **lyrics** are very nice. *German:* Der **Liedtext** ist sehr schön. |
| | **subway** *(AE)* ['sʌbweɪ] | U-Bahn | | ►► *BE* **underground** |
| | **route** [ruːt] | Route, Weg | | Which is the fastest **route** from here to Dover? |
| | **borough** *(AE)* ['bʌrə] | (Stadt-)Bezirk | | |
| p. 13 | **freedom** ['friːdəm] | Freiheit | | ►► **liberty** *adjective:* **free** – *noun:* **freedom** |
| | **financial** [faɪ'nænʃl] | finanziell | ⚠ | Betonung auf der 2. Silbe: fi**nan**cial [faɪ'nænʃl] |
| | **state of mind** [steɪt əv 'maɪnd] | Gefühlslage, Geisteszustand | ⚠ | **state** = **1.** Zustand; **2.** Staat, Bundesstaat **mind** = Geist, Verstand; Gedanken; Kopf *(im übertragenen Sinn)* |
| | (to) **interpret** [ɪn'tɜːprɪt] | interpretieren | ⚠ | Betonung auf der 2. Silbe: in**ter**pret [ɪn'tɜːprɪt] |

## Introduction 1

| | | | |
|---|---|---|---|
| p. 14 | **shelter** ['ʃeltə] | (Obdachlosen-)Unterkunft; Schutzraum, Unterstand | a bus **shelter** |
| | **rent** [rent] | Miete | *noun:* **rent** – *verb*: (to) **rent** (mieten, leihen) |
| | **stress** [stres] | Betonung | *noun:* **stress** Where is the **stress** in this word? – *verb:* (to) **stress** Where do you **stress** this word? |
| | **curfew** ['kɜːfjuː] | Ausgangssperre; Sperrstunde | There is a night **curfew**. = People mustn't be or go outside at night. |
| | **insurance** [ɪn'ʃʊərəns] | Versicherung | (to) **take out insurance** = Versicherungen / eine Versicherung abschließen |
| | **neighbourhood** ['neɪbəhʊd] *AE:* **neighborhood** | Nachbarschaft, Gegend, Viertel | There's a bike shop in my **neighbourhood**. |
| | **roach** *(AE* [rəʊtʃ], *infml)* | Kakerlak(e), (Küchen-)Schabe | a **roach** |
| p. 15 | **homelessness** ['həʊmləsnəs] | Obdachlosigkeit | *noun:* **homelessness** – *adjective:* **homeless** |
| | **responsibility** [rɪspɒnsə'bɪlətɪ] | Verantwortung; Zuständigkeit | *noun:* **responsibility** – *adjective:* **responsible (for)** [rɪ'spɒnsəbl] (verantwortlich (für); verantwortungsbewusst) |

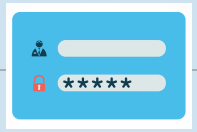
| | | | |
|---|---|---|---|
| | **advertisement** [əd'vɜːtɪsmənt] (*infml auch:* **ad** [æd]**, advert**) | Anzeige, Inserat; Werbespot | You find job **advertisements** in newspapers and on the internet.<br>*noun:* **advertisement** – *verb:* (to) **advertise sth.** (Werbung machen für etwas) |

**Some words have shorter forms which are often informal.**

| *short form* | *long form(s)* | *German* |
|---|---|---|
| **ad, advert** | **advertisement** | *Anzeige, Inserat; Werbespot* |
| **app** | **application** [æplɪ'keɪʃn] | *Anwendung, Programm* |
| **Brit(s)** [brɪt] | **Briton(s)** | *Brite/Britin; Briten* |
| **fridge** | **refrigerator** [rɪ'frɪdʒəreɪtə] | *Kühlschrank* |
| **mag** [mæg] | **magazine** | *Zeitschrift* |
| **photo** | **photograph** ['fəʊtəgrɑːf] | *Foto(grafie)* |
| **quake** | **earthquake** | *Erdbeben* |
| **tech** | **technology** | *Technik, Technologie* |
| ⚠ **veg, pl. veg** [vedʒ] | **vegetable(s)** | *Gemüse* |
| ⚠ **veggie** ['vedʒi] | **vegetarian** | *vegetarisch; Vegetarier/in* |

| | | | |
|---|---|---|---|
| | **correct** [kə'rekt] | korrekt | *adjective:* **correct** – *verb:* (to) **correct** (korrigieren) |

## Skills training




| | | | |
|---|---|---|---|
| p. 16 | (to) **enter** sth. **(in(to)/on** sth.**)** ['entə] | etwas (in etwas) eintragen, eingeben | Please **enter** your name and password. |
| | (to) **apply (to** sb. **for** sth.**)** [ə'plaɪ] | sich (bei jm. um etwas) bewerben | Did your brother **apply for** the job? – Yes, but he didn't get it. |
| | **applicant** ['æplɪkənt] | Antragsteller/in, Bewerber/in | *nouns: (person)* **applicant** – *(what you send to a company)* **application** – *verb:* (to) **apply (to** sb. **for** sth.**)** |
| | **citizenship** ['sɪtɪzənʃɪp] | Staatsbürgerschaft | When you're an immigrant and have lived in this country for five years, you can apply for **citizenship**.<br>**citizen** = (Staats-)Bürger/in |
| | (to) **issue** ['ɪʃuː] | ausgeben, ausstellen *(z. B. Dokument)* | **issue date / date of issue** = Ausstellungsdatum, Ausgabedatum<br>*verb:* (to) **issue** – *noun:* **issue** (Ausstellung, Ausgabe)<br>**issue date / date of issue** = Ausstellungsdatum, Ausgabedatum |
| | **expiration** *(AE)* [ekspə'reɪʃn] | Ablauf, Verfall | ►► *BE* **expiry** [ɪk'spaɪəri]<br>*noun:* **expiration** *(AE)* / **expiry** *BE* – *verb:* (to) **expire** [ɪk'spaɪə] (ablaufen, verfallen) |
| | **addict** ['ædɪkt] | Abhängige/r, Süchtige/r | They're drug **addicts**. ['ædɪkts] =<br>They're **addicted to** drugs. [ə'dɪktɪd] (abhängig von / süchtig nach) |
| | (to) **commit** (a crime) [kə'mɪt] | (ein Verbrechen) begehen | I stole the neighbour's apples as a kid, but I've never **committed** a real crime. |
| | **harm** [hɑːm] | Schaden, Schäden, Verletzung | *noun:* **harm**<br>I would never do (any) **harm** to another person / do another person (any) **harm**. –<br>*verb:* (to) **harm** (schaden, schädigen, verletzen)<br>I would never **harm** another person. |
| | **property** ['prɒpəti] | Eigentum, Besitz | The things you own are your **property**. |
| p. 17 | **tip** [tɪp] | Trinkgeld | *noun:* **tip** – *verb:* (to) **tip** (sb.) ((jm.) Trinkgeld geben) |
| | **waiter** ['weɪtə]**,**<br>**waitress** ['weɪtrəs] | Kellner,<br>Kellnerin | a **waiter** and two customers |

| | | |
|---|---|---|
| **fare** [feə] | Fahrpreis | the money you pay when you travel by bus, train, taxi, etc. |
| **bill** [bɪl] | Rechnung | |
| **vending machine** ['vendɪŋ məʃi:n] | Verkaufsautomat | **a vending machine** |
| **coffee** ['kɒfi] | Kaffee | |
| **closet** *(AE)* ['klɒzɪt] | (Wand-)Schrank | ►► *BE* **wardrobe/cupboard** |
| **first floor** *(AE)* [fɜ:st 'flɔ:] | Erdgeschoss | |

**floor („Stock", „Stockwerk")**
Die Stockwerke eines Gebäudes werden in britischem und amerikanischem Englisch unterschiedlich gezählt.

⚠ **im Erdgeschoss = on the ground floor** *(BE)* / **on the first floor** *(AE)*
**im zweiten Stock = on the second floor** *(BE)* / **on the third floor** *(AE)*

| | | |
|---|---|---|
| **change** [tʃeɪndʒ] | Wechselgeld | *noun:* **change** =<br>**1.** Veränderung, Wechsel, Verwandlung;<br>**2.** Wechselgeld –<br>*verb:* (to) **change** =<br>**1.** (sich) (ver)ändern; wechseln; (sich) verwandeln<br>**2.** umsteigen |
| (to) **book** [bʊk] | buchen; reservieren | *verb:* (to) **book** – *noun:* **booking** (Buchung, Reservierung) |
| **key card** ['ki: kɑ:d] | Schlüsselkarte | **key** = Schlüssel<br>I can't drive home – I've lost my car **keys**! |
| **traffic** ['træfɪk] | (Straßen-)Verkehr | There is so much **traffic** on the roads! I prefer to go by train. |
| **receptionist** [rɪ'sepʃənɪst] | Empfangsmitarbeiter/in | My friend is a **receptionist**. She works **in reception** at a big hotel in NYC.<br>**reception** [rɪ'sepʃn] = Empfang *(auch beim Telefon)*; Rezeption<br>**in reception** = an der Rezeption |

## Introduction 2

| | | | |
|---|---|---|---|
| p. 18 | **nickname** ['nɪkneɪm] | Spitzname | His name is "Hundt". "Bello" is his **nickname**. |
| | (to) **lead** [li:d], **led, led** [led] | führen, leiten | This road **leads** to York.<br>Who will **lead** the debate? |
| | **during** ['djʊərɪŋ] | während ⚠ | *German* während:<br>*Präposition (mit Nomen):*<br>I slept **during the flight** to London.<br>*Konjunktion (mit Nebensatz):*<br>I slept **while we flew** to London. |
| | **deli** ['deli] | Feinkostgeschäft | This is African food. I bought it at a **deli** in Chelsea. |
| | **low** [ləʊ] | niedrig, tief | **high ◄► low** |
| p. 19 | **mustard** ['mʌstəd] | Senf | Can I have some **mustard** with my sausage, please? |

| | | | |
|---|---|---|---|
| | **conditions** *(pl)* [kən'dɪʃnz] | Bedingungen, Verhältnisse | It's too cold and too noisy in this office. I can't work in these **conditions**. |
| | **avenue** ['ævənjuː] | Allee | |

## Study skills

| | | | |
|---|---|---|---|
| p. 20 | **opposite** ['ɒpəzɪt] | Gegenteil; gegensätzlich, entgegengesetzt; gegenüberliegend | The **opposite** of 'with' is 'without'.<br>in **opposite** directions / the **opposite** side of the street |
| | **e.g.** [iː 'dʒiː] *(aus dem Lateinischen)* | z. B. (zum Beispiel) ⚠ | **e.g.** wird in geschriebenem Englisch benutzt. Wenn man spricht, sagt man **for example**. |
| p. 21 | **stoop** *(AE)* [stuːp] | kleine Terrasse vor der Tür | our **stoop** |

## Text 2

| | | | |
|---|---|---|---|
| p. 22 | **makeup** ['meɪkʌp] | Make-up ⚠ | Betonung auf der 1. Silbe: **make**up ['meɪkʌp] |
| | **fat** [fæt] | dick, fett | *adjective:* **fat** – *noun:* **fat** (Fett) |
| | **overweight** [əʊvə'weɪt] | übergewichtig ⚠ | (to) **be overweight** = Übergewicht haben |
| | (to) **vibrate** [vaɪ'breɪt] | vibrieren | |
| | **cosmetics** *(pl)* [kɒz'metɪks] | Kosmetikprodukte, Kosmetika | |
| | (to) **nominate** ['nɒmɪneɪt] | nominieren ⚠ | Betonung auf der 1. Silbe: **nom**inate ['nɒmɪneɪt] |
| | **as soon as** | sobald; so bald wie | I'll phone you **as soon as** I know more. |
| | **résumé** *(AE)* ['rezjumeɪ] | Lebenslauf | I want to apply for a job. Can you help me with my **résumé**? |
| | **demonstration** [demən'streɪʃn] | Vorführung, Demonstration | *noun:* **demonstration** – *verb:* (to) **demonstrate** ['demənstreɪt] (vorführen, demonstrieren) |
| | **professional** [prə'feʃənl], *infml auch:* **pro** | Fachmann/Fachfrau, Profi | *noun:* **professional** – *adjective:* **professional** (professionell, Profi-) |
| | **schedule** *(AE)* ['skedʒuːl] | Zeitplan ⚠ | **schedule** = **1.** Zeitplan; **2.** Stundenplan |
| | **skinny** ['skɪni] | mager, dürr; *(Kleidung)* eng anliegend | **skinny** ◄► **fat** *(people)*<br>**skinny** ◄► **baggy** *(clothes)* |
| | **mosquito** [məs'kiːtəʊ], *pl* **mosquitos** *or* **mosquitoes** | Mücke | I love the summer, but I hate **mosquitoes**. |
| | **sneaker** *(AE)* ['sniːkə] | Sportschuh | ►► *BE* **trainer** ['treɪnə] |
| | (to) **promise** ['prɒmɪs] | versprechen | *verb:* (to) **promise** – *noun:* **promise** (Versprechen) |
| | **gel** [dʒel] | Gel | |
| | **cheek** [tʃiːk] | Wange | |
| | **manicure** ['mænɪkjʊə] | Maniküre *(Pflege der Fingernägel)* ⚠ | Betonung auf der 1. Silbe: **man**icure ['mænɪkjʊə] |
| | **excellent** ['eksələnt] | ausgezeichnet, hervorragend ⚠ | Betonung auf der 1. Silbe: **ex**cellent ['eksələnt] |

| | | |
|---|---|---|
| (to) **act** [ækt] | handeln, sich verhalten; so tun, als ob | |
| (to) **act**<br>• I'm going to **act** in a play.<br>• We have to **act** fast! | *Theater spielen; schauspielern*<br>*handeln* | • He **acted** like a little kid. *sich verhalten*<br>• I **acted** stupid. *so tun, als ob*<br>(= I acted as if I was stupid.) |
| **all right** [ɔːl 'raɪt] | in Ordnung, OK | |
| p. 23 **entrance** ['entrəns] | Eingang; Zutritt | "This door is broken, please use the other **entrance** to the building." |
| **store** [stɔː] | Geschäft | You get good walking boots in this outdoor **store**. ►► **shop** |
| **counter** ['kaʊntə] | (Verkaufs-)Schalter, Ladentheke | Please pay at the **counter**. |
| **guard** [gɑːd] | Wärter/in; Wache; Sicherheitsbedienstete/r; Schutz(vorrichtung) | *noun:* **guard** – *verb:* (to) **guard** (schützen, bewachen) |
| **restroom** *(AE)* | Toilette *(in öffentlichen Gebäuden)* ⚠ | *AE* Toilette in öffentlichen Gebäuden = **restroom**<br>in privaten Häusern/Wohnungen = **bathroom** |
| (to) **give** sb. **a/the once-over** *(infml)* ['wʌns əʊvə] | jn. (kurz) in Augenschein nehmen | She just **gave** me **a once-over** and walked away. |
| (to) **appreciate** [ə'priːʃieɪt] | schätzen, zu schätzen wissen | Thank you for your help. I really **appreciate** what you did for me. |
| **helicopter** ['helɪkɒptə] | Hubschrauber | (to) **get a helicopter view of** sth. = einen weiten Überblick über etwas bekommen (*wörtlich:* Hubschrauber-Ansicht) |
| (to) **take your eyes off** sth. | den Blick abwenden von etwas | |
| **(light) bulb** [bʌlb] | Glühbirne | **light bulbs** |
| **inch** [ɪntʃ] | Zoll *(Längenmaß = 2,54 cm)* | |
| **heel** [hiːl] | Absatz *(Schuh)*; Ferse | |
| **cell (phone)** *(AE)* ['sel fəʊn] | Handy | ►► *BE* **mobile (phone)** |

**American English (I)**

**DIFFERENT WORDS**

| American English | British English | American English | British English |
|---|---|---|---|
| **apartment** | **flat** | **mom** | **mum** |
| **cell (phone)** | **mobile (phone)** | **restroom/bathroom** | **toilet** |
| **closet** | **wardrobe** | **sidewalk** | **pavement** |
| **expiration** | **expiry** | **sneaker** | **trainer** |
| **first floor** | **ground floor** | **subway** | **underground** |
| **gas (station)** | **petrol (station)** | **vacation** | **holiday** |

**DIFFERENT SPELLING**

| AE: -ter | BE: -tre |
|---|---|
| center | centre |
| meter | metre |
| theater | theatre |
| **AE: -or** | **BE: -our** |
| color | colour |
| favorite | favourite |
| neighbor | neighbour |
| **AE:** | **BE:** |
| traveled, traveling | travelled, travelling |

**American English (II)**
**DIFFERENT PRONUNCIATION**

| | | | |
|---|---|---|---|
| **ask, can't** | **AE:** [æ] [æsk], [kænt] | **BE:** [ɑː] [ɑːsk], [kɑːnt] | In American English, you can usually hear the **r** in words like **here, more, sure, shirt, farm, hard**. |
| **new, Tuesday** | **AE:** [uː] [nuː], ['tuːzdeɪ] | **BE:** [juː] [njuː], ['tjuːzdeɪ] | In American English, the **t** between two vowels often sounds more like a **d**: **city** ['sɪdi], **better** ['bedər], **writer** ['raɪdər] |
| **clock, hot** | **AE:** [ɑː] [klɑːk], [hɑːt] | **BE:** [ɒ] [klɒk], [hɒt] | |

| | | |
|---|---|---|
| (to) **sweat** ['swet] | schwitzen | *verb:* (to) **sweat** – *noun:* **sweat** (Schweiß) |
| **tight** [taɪt] | knapp, eng (anliegend) *(Kleidung)* | This dress is too **tight**. I can't breathe. I need a bigger size. |

## Your task

p. 25

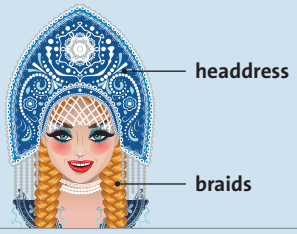
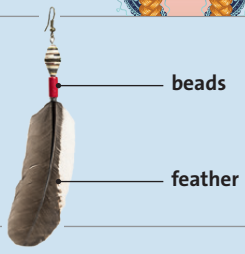
| | | |
|---|---|---|
| (to) **collect** [kə'lekt] | sammeln | *verb:* (to) **collect** – *noun:* **collection** [kə'lekʃn] (Sammlung) |
| **welcoming** ['welkəmɪŋ] | (gast)freundlich | ►► **friendly towards visitors** |
| (to) **rhyme** [raɪm] | (sich) reimen | *verb:* (to) **rhyme** – *noun:* **rhyme** (Reim) |
| **pretty** ['prɪti] | hübsch | a **pretty** face<br>a **pretty** smile<br> |
| **gritty** ['grɪti] | ungeschminkt, schonungslos | This documentary shows the **gritty** reality of life in the slums. |
| **rhythm** ['rɪðəm] | Rhythmus | |
| **extreme** [ɪk'striːm] | extrem; Extrem | We had **extreme** temperatures.<br>It was **extremely** hot.<br>The weather went from one **extreme** to the other: first it was sunny and hot, then it was cold and rainy. |

# Unit 2

## Land of the free?

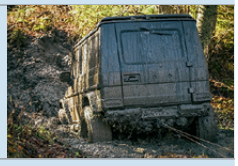
pp. 26/27

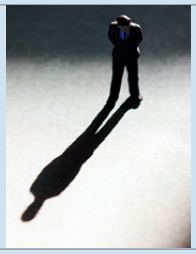
| | | |
|---|---|---|
| **native** ['neɪtɪv] | einheimisch, Heimat-; Einheimische/r | **native** birds (einheimisch)<br>my **native** city (Heimat-)<br>**native** language (Muttersprache)<br>tourists and **natives** (Einheimische) |
| **aspect** ['æspekt] | Aspekt | There are many **aspects** to think about before you go on a student exchange.<br>⚠ Betonung auf der 1. Silbe: **as**pect ['æspekt] |
| **Native American** [neɪtɪv ə'merɪkən] | amerikanischer Ureinwohner, amerikanische Ureinwohnerin | *noun:* **Native American** – *adjective:* **Native American** (indianisch) |
| (to) **search (for** sth.**)** [sɜːtʃ] | (etwas/nach etwas) suchen | *verb:* (to) **search (for)** – *noun:* **search (for)** (Suche (nach)) |
| **exhibition** [eksɪ'bɪʃn] | Messe; Ausstellung | This new machine was presented at last year's technology **exhibition**. (Messe)<br>I want to see the Van Gogh **exhibition** at the museum. (Ausstellung) |
| **indigenous (to)** [ɪn'dɪdʒənəs] | einheimisch (in) | **indigenous people** = Einheimische, Ureinwohner/innen |

| | | |
|---|---|---|
| **reservation** [rezə'veɪʃn], *infml auch* **rez** [rez] | Reservat *(Gebiet)* | A **reservation** is an area in the USA where only Native Americans live. |
| **tribal elder** [traɪbl 'eldə] | Stammesälteste/r | **tribal** = Stammes- |
| **adobe** [ə'dəʊbi] | Lehmziegel | an **adobe** wall |
| **member** ['membə] | Mitglied | I've been a **member** of the drama club for two years. |
| **headdress** ['heddres] | Kopfschmuck | |
| **jewellery** ['dʒuːəlri] ⚠ | Schmuck | *AE* spelling: **jewelry** |
| **stereotype** ['steriətaɪp] | Stereotyp, Klischee(vorstellung) | Women can't be engineers? Silly gender **stereotypes**! *noun:* **stereotype** – *adjective:* **stereotypical** [steriə'tɪpɪkl] (stereotyp, klischeehaft) |
| **braid** [breɪd] | (geflochtener) Zopf |   |
| **feather** ['feðə] | Feder *(eines Vogels)* |   |
| **bead** [biːd] | Perle *(aus Holz, Glas etc.)* | |

## Text 1

p. 28

| | | |
|---|---|---|
| **great-(great-)grandmother** [greɪt 'grænmʌðə] / **great-(great-)grandfather** | (Ur-)Urgroßmutter/ (Ur-)Urgroßvater | your **great-grandparents** = your grandparents' parents |
| (to) **rub** [rʌb] | reiben, scheuern | Bears sometimes **rub** their backs **against** trees. (reiben ... an)<br>When you **rub** two pieces of metal together, you can start a fire. |
| (to) **bleed** [bliːd], **bled, bled** [bled] | bluten | *verb:* (to) **bleed, bled, bled** – *noun:* **blood** [blʌd] (Blut) |
| (to) **pull** [pʊl] | ziehen | We had to **pull** the car out of the **mud**.  |
| **mud** [mʌd] | Schlamm, Matsch | |
| **above** [ə'bʌv] | über, oberhalb (von); oben | **above** ◄► **below** |
| **knee** [niː] ⚠ | Knie | Aussprache: das „k" wird nicht gesprochen: **knee** [niː] |
| (to) **crawl** [krɔːl] | kriechen; krabbeln | Our baby can't walk yet, but she can **crawl**. |
| **wagon** ['wægən] | Planwagen, (Pferde-)Fuhrwerk | Two horses are pulling the **wagon**. |

| | | | |
|---|---|---|---|
| | **blanket** ['blæŋkɪt] | Decke *(zum Zudecken u. Ä.)* | |
| | (to) **infect** [ɪn'fekt] | infizieren; verseuchen | *verb:* (to) **infect** – *noun:* **infection** [ɪn'fekʃn] (Infektion) |
| | (to) **begin** [bɪ'gɪn], **began** [bɪ'gæn], **begun** [bɪ'gʌn] | anfangen, beginnen | ►► (to) **start** *verb:* (to) **begin** – *noun:* **beginning** |
| | **swamp** [swɒmp] | Sumpf | |
| | (to) **bury** ['beri] | begraben, beerdigen; vergraben | Uncle Jack died last week and was **buried** yesterday. |
| p. 29 | **touch** [tʌtʃ] | Berührung | *noun:* **touch** – *verb:* (to) **touch** |
| | **shadow** ['ʃædəʊ] | Schatten *(Umriss)* | a man and his **shadow**  |
| | **spirit** ['spɪrɪt] | Geist, Seele | |
| | (to) **lift** [lɪft] | heben, hochheben | This box is very heavy. I can't **lift** it! *verb:* (to) **lift** – *noun:* **lift** (Lift, Aufzug) |
| | **panther** ['pænθə] | Panther; *(AE:)* Puma | A **panther** is a black wild cat. But in America the word „**panther**" describes a different animal, a brown wild cat. (Puma) |
| | **awake** [ə'weɪk] | wach | (to) **shake** sb. **awake** = jn. wachrütteln |
| | **footprint** ['fʊtprɪnt] | Fußabdruck | |
| | **cloth** [klɒθ] | Tuch; Stoff | Plastic bags are bad for the environment. I always take some of my **cloth** bags when I go shopping. |
| | (to) **float** [fləʊt] | schweben; *(auf der Wasseroberfläche)* treiben | A feather **floated** through the air. Some wood was **floating** on the lake. |

## Introduction 1

| | | | |
|---|---|---|---|
| p. 30 | (to) **drop out (of school)** [drɒp 'aʊt] | (die Schule) abbrechen | If you **drop out of school**, it will be harder to find a good job. |
| | **poverty** ['pɒvəti] | Armut | *noun:* **poverty** – *adjective:* **poor** |
| | **challenge** ['tʃælɪndʒ] | Herausforderung | *noun:* **challenge** It is a **challenge** to learn a new language. – *verb:* (to) **challenge** sb. (**to** sth.) (jn. (zu etwas) herausfordern) Learning a new language can be quite **challenging.** (anspruchsvoll, (heraus)fordernd) |
| | **unemployed** [ʌnɪm'plɔɪd] | arbeitslos | A lot of workers have lost their jobs. They're **unemployed** now. (to) **employ** (sb.) = jn. anstellen, beschäftigen |
| | **difficult** ['dɪfɪkəlt] | schwierig | **difficult** ◄► **easy** *or* **simple** |

| | | | |
|---|---|---|---|
| | (to) **connect (to/with)** [kə'nekt] | (sich) verbinden (mit); verbunden sein (mit) | The bridge **connects** the two towns. (verbinden)<br>How do these things **connect**? (Wie sind ... miteinander verbunden?)<br>My phone **connected** to the Wi-Fi. (sich verbinden)<br>*verb:* (to) **connect** – *noun:* **connection** [kə'nekʃn] (Verbindung) |
| | **gun** [gʌn] | Schusswaffe, Pistole | **handgun** = Handfeuerwaffe<br>**long gun** = Gewehr<br>**gun licence** = Waffenschein |
| | **alcohol** ['ælkəhɒl] | Alkohol ⚠ | Betonung auf der 1. Silbe: **al**cohol ['ælkəhɒl] |
| | **drunk driving** [drʌŋk 'draɪvɪŋ] | Trunkenheit am Steuer | when you drive after you've drunk alcohol |
| p. 31 | **driving licence** *(BE)* / **driver's license** *(AE)* ['laɪsns] | Führerschein | **licence** *(BE)*; **license** *(AE)* = Genehmigung, Lizenz |
| | **minimum** ['mɪnɪməm] | Mindest-, minimal; Minimum | What's the **minimum** age for driving in your country?<br>I need a **minimum** of £500 for a good new bike.<br>**minimum ◄► maximum (max)** ['mæksɪməm, mæks] (Höchst-, maximal; Maximum) |

## Skills training

| | | | |
|---|---|---|---|
| p. 32 | **bloodline** ['blʌdlaɪn] | Stammbaum | a person's or an animal's ancestors |
| | **cattle** *(pl)* ['kætl] | Vieh, Rinder ⚠ | Plural verb: The **cattle were** driven to a field. = Das Vieh **wurde** ... getrieben.<br> |
| | (to) **shoot** [ʃuːt], **shot, shot** [ʃɒt] | (er)schießen | *verb:* (to) **shoot** –<br>*nouns:* **shot** = **1.** Schuss; Wurf *(Sport)*; **2.** Aufnahme, Foto; *(Film)* Einstellung –<br>**shooting** (Schießerei) |
| | **wolf** [wʊlf], *pl* **wolves** [wʊlvz] | Wolf | |
| | (to) **fall asleep** [ə'sliːp]<br>(to) **be asleep** | einschlafen<br>schlafen | I was so tired that I **fell asleep** on the sofa.<br> |
| | **long shot** ['lɒŋ ʃɒt] | Totale *(Film)* | **shot** = Aufnahme, Foto; *(Film)* Einstellung |
| | **medium shot** ['miːdiəm ʃɒt] | Halbtotale *(Film)* | **medium** = mittel(groß); mittlere(r, s) |
| | **close-up** ['kləʊs ʌp] | Nahaufnahme *(Film)* | |
| p. 33 | (to) **inspire** [ɪn'spaɪə] | begeistern, inspirieren | Greta Thunberg has **inspired** many young people to fight for a cleaner environment.<br>What an **inspiring** film! I really loved it. (begeisternd, inspirierend) |
| | **nasty** ['nɑːsti] | gemein, fies | **►► not nice, really bad**<br>If you buy fast fashion online all the time, it might be cheap, but it's **nasty** for the environment. |
| | **grandson** ['grænsʌn]<br>**granddaughter** ['grændɔːtə] | Enkel<br>Enkelin | your child's son<br>your child's daughter |
| | **campfire** ['kæmpfaɪə] | Lagerfeuer | |
| | **respectful** [rɪ'spektfl] | respektvoll | *adjective:* **respectful** – *noun:* **respect** [rɪ'spekt] (Respekt) – *verb:* (to) **respect** (respektieren, achten) |

| | | | |
|---|---|---|---|
| | **wise** [waɪz] | weise | When I have a problem, I ask my grandma. She's a **wise** woman. |
| | **poor** [pɔː], [pʊə] | schlecht, schwach, minderwertig ⚠ | **poor** = **1.** arm; **2.** schlecht, schwach, minderwertig |
| | (to) **break down** | eine Panne haben, kaputtgehen *(Auto)* | His car has **broken down**. |
| | **fantastic** [fæn'tæstɪk] | fantastisch | You won first prize in the competition? Wow, that's **fantastic**! |
| | **camerawork** ['kæmrəwɜːk] | Kameraführung | |

## Introduction 2

| | | | |
|---|---|---|---|
| p. 34 | **law** [lɔː] | Gesetz; Jura *(Studium)* | The **law** says that you have to be 18 or over to buy alcohol in this country.<br>Sam is studying **law** at university.<br>**by law** = per Gesetz, gesetzlich |
| | **suicide** ['suːɪsaɪd] | Selbstmord; Selbstmörder/in | He was bullied for a long time, and that led to his **suicide**. |
| | (to) **increase (by)** [ɪn'kriːs] | steigern, (sich) erhöhen; steigen, zunehmen (um) | Our profits **increased by** 10% last year. (stiegen um) = We were able to **increase** our profits **by** 10%. (erhöhen)<br>*verb:* (to) **increase** [ɪn'kriːs] – *noun:* **increase** ['ɪŋkriːs] (Anstieg, Wachstum, Zunahme) |
| | **control** [kən'trəʊl] | Kontrolle | *noun:* **control**<br>The driver **lost control of** his car in the snow. –<br>*verb:* (to) **control** (kontrollieren, regulieren)<br>Should parents **control** how much TV their kids watch? |
| | **debate** [dɪ'beɪt] | Debatte | Let's **hold/have a debate** about this. (eine Debatte führen)<br>*noun:* **debate** – *verb:* (to) **debate** (debattieren) |
| | **chairperson** ['tʃeəpɜːsn], *pl* **chairpersons** | Vorsitzende/r | the person who leads a meeting or a debate |
| | (to) **thank** sb. [θæŋk] | sich bei jm. bedanken | I'd like to **thank** everybody for their help. (= say thank you to everybody ...) |
| p. 35 | **guy** [gaɪ] | Typ, Kerl | a nice **guy** — Hello, **guys**!<br>ein netter **Typ** — Hallo, **Leute**! |
| | **safety** ['seɪfti] | Sicherheit | *noun:* **safety** – *adjective:* **safe** |

## Study skills

| | | | |
|---|---|---|---|
| p. 36 | **keyword** ['kiːwɜːd] | Stichwort, Schlagwort | |
| | **engine** ['endʒɪn] | Motor, Maschine | Car **engines** that run on petrol or diesel are bad for the environment.<br>**search engine** = Suchmaschine |

| | | | |
|---|---|---|---|
| | **quotation marks** *(pl)* [kwəʊ'teɪʃn mɑːks] | Anführungszeichen | |
| | **organization** [ɔːgənaɪ'zeɪʃn] | Organisation | *nouns:* **organization** – *(person:)* **organizer** – *verb:* (to) **organize** ['ɔːgənaɪz] (organisieren) |
| | **fake** [feɪk] | falsch, gefälscht | *adjective:* **fake**<br>Is this true? Or is it just **fake** news? –<br>*noun:* **fake** (Fälschung)<br>This isn't real gold, it's only **fake**. |
| | (to) **bookmark** ['bʊkmɑːk] | markieren; zu den Lesezeichen hinzufügen *(Computer)* | *verb:* (to) **bookmark** – *noun:* **bookmark** (Lesezeichen) |
| | (to) **print** sth. **(out)** [prɪnt] | etwas (aus)drucken | *verb:* (to) **print** – *noun:* **print** (Druck; Schrift(art)) |
| | (to) **underline** [ʌndə'laɪn] | unterstreichen | |
| | **author** ['ɔːθə] | Autor/in ⚠ | Betonung auf der 1. Silbe: **au**thor ['ɔːθə] |
| | **less** [les] | weniger | This winter we had **less** snow than last winter. (= not as much snow as ...)<br>**less ◄► more** |
| | **topic** ['tɒpɪk] | Thema | The **topic** of my presentation is "Road traffic and the environment". |
| | (to) **refer to** [rɪ'fɜː] | sich beziehen auf, Bezug nehmen auf ⚠ | -rr- bei *simple past* und *-ing-form*:<br>**referred, referring** |

## Skills training

| | | | |
|---|---|---|---|
| p. 37 | **such as** ['sʌtʃ əz] | wie (zum Beispiel) | ►► **(as) for example / e.g.**<br>Wild animals **such as** bears should be protected. |
| | **such a** [sʌtʃ] | so(lch) (ein/e) | **such a** thing/person =<br>a thing/person like this / like that |
| | **such a + noun**<br>Olivia is **such a** nice **person**. **... *so*** *ein netter Mensch*<br>It was **such a** good **film** that I watched it again.<br>**... *so*** *ein guter Film* | | **so + adjective**<br>Olivia is **so nice**. **... *so*** *nett*<br>The film was **so good** that I watched it again.<br>**... *so*** *gut* |
| | **automatic** [ɔːtə'mætɪk] | automatisch | *adjective:* **automatic** –<br>*adverb:* **automatically** [ɔːtə'mætɪkli] |
| | (to) **pass (a test / an exam)** [pɑːs] | *(einen Test / eine Prüfung)* bestehen, schaffen | I **took** my driving **test** last week. And I **passed**! Now I have my driving licence.<br>(to) **take** a test / an exam = einen Test / eine Prüfung machen |

## Text 2

| | | | |
|---|---|---|---|
| p. 38 | **protest** ['prəʊtest] | Protest(demonstration) ⚠ | *noun:* **protest** ['prəʊtest] (Betonung auf der ersten Silbe!) – *verb:* (to) **protest** [prə'test]<br>*noun (person):* **protester** [prə'testə] (Demonstrant/in) |
| | **LGBT** | LGBT | **LGBT** steht für „**lesbian, gay, bisexual, transgender**" (*Lesbisch, Schwul, Bisexuell, Transgender*) und beschreibt Menschen, die den Normen der Einordnung in sexuelle oder Gender-Identitäten nicht entsprechen.<br>**lesbian** ['lezbiən] = lesbisch; Lesbe<br>**bisexual** [baɪ'sekʃuəl] = bisexuell; Bisexuelle/r<br>**transgender** [trænz'dʒendə] = Transgender |

| | | | |
|---|---|---|---|
| | **straight** [streɪt] | heterosexuell | **gay/lesbian ◄► straight**<br>**straight** = **1.** heterosexuell; **2.** gerade; **3.** *(Haare)* glatt |
| | **alliance** [ə'laɪəns] | Bündnis, Allianz | Betonung auf der 2. Silbe: **alliance** [ə'laɪəns] |
| | (to) **shave** [ʃeɪv] | (sich) rasieren | *verb:* (to) **shave** – *noun:* **shave** (Rasur) |
| | (to) **survive** [sə'vaɪv] | überleben | *verb:* (to) **survive** – *nouns:* **survival** [sə'vaɪvl] (das Überleben) / **survivor** [sə'vaɪvə] (Überlebende/r) |
| | (to) **include** [ɪn'kluːd] | (mit) einschließen | **including** = einschließlich, inklusive |
| | **experience** [ɪk'spɪəriəns] | Erfahrung; Erlebnis | *noun:* **experience** – *verb:* (to) **experience** = erfahren; erleben |
| | **speech** [spiːtʃ] | Rede, Ansprache; Sprache | *nouns:* **speech** – *(person:)* **speaker** – *verb:* (to) **speak**<br> <br>She's **giving a speech**. (eine Rede halten) |
| | **shame** [ʃeɪm] | Scham; Schande | He cried tears of **shame**. (Scham)<br>To my **shame** I didn't know anything about this. (Zu meiner Schande muss ich gestehen, ...)<br>**It's a / What a shame** (that) you weren't there! (eine Schande, schade)<br>**Shame on you!** (Schäm dich! / Schämt euch!) |
| | **politician** [pɒlə'tɪʃn] | Politiker/in | Why are **politicians** all over the world so slow in making decisions that protect the environment? |
| | **march** [mɑːtʃ] | Marsch | *noun:* **march** – *verb:* (to) **march** (marschieren) |
| | (to) **take part (in)** [teɪk 'pɑːt] | teilnehmen (an), mitmachen (bei) | More than 10,000 people **took part in** the protest march. |
| | **silence** ['saɪləns] | Stille; Schweigen | *noun:* **silence** – *verb:* (to) **silence** (zum Schweigen bringen) |
| p. 39 | (to) **tear** [teə], **tore** [tɔː], **torn** [tɔːn] | reißen | (to) **tear** sth. **up** = etwas zerreißen<br>Achte auf die unterschiedliche Aussprache bei gleicher Schreibweise:<br>**tear** *(noun)* [tɪə] = Träne<br>(to) **tear** *(verb)* [teə] = reißen |
| | **sexuality** [sekʃu'æləti] | Sexualität | |
| | **skin** [skɪn] | Haut; Schale *(z. B. Banane)* | No one should have any disadvantages because of their **skin** colour.<br>There's a banana **skin** on the floor. |

## Your task

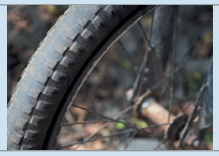
| | | | |
|---|---|---|---|
| p. 41 | **religion** [rɪ'lɪdʒən] | Religion | Betonung auf der 2. Silbe: **religion** [rɪ'lɪdʒən] |
| | **sacred** ['seɪkrɪd] | heilig | Uluru is a famous rock in Australia. It is **sacred to** the indigenous Australian people. (... heilig für ... / ... ist ihnen heilig) |
| | **chief** [tʃiːf] | Häuptling | The leaders of Native American tribes are **chiefs**.<br>What is the **chief** problem? (= the main problem)<br>Companies have **Chief** Executive Officers (CEOs).<br>*noun:* **chief** – *adjective:* **chief** (Haupt-; leitende/r) |

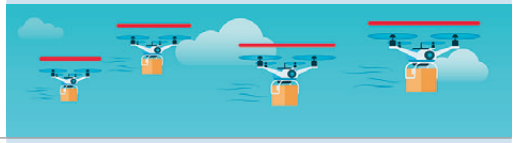
# Unit 3

## A changing world

| | | | |
|---|---|---|---|
| pp. 44/45 | (to) **improve** [ɪm'pruːv] | verbessern; sich verbessern | *verb:* (to) **improve** – *noun:* **improvement** [ɪm'pruːvmənt] (Besserung, Verbesserung) |
| | **product** ['prɒdʌkt] | Produkt ⚠ | Betonung auf der 1. Silbe: **pro**duct ['prɒdʌkt]<br>*noun:* **product** –<br>*verb:* (to) **produce** [prə'djuːs] (produzieren) |
| | **volunteer** [ˌvɒlən'tɪə] | Freiwillige/r; ehrenamtliche/r Mitarbeiter/in | *noun:* **volunteer** – *adjective:* **volunteer** –<br>*verb:* (to) **volunteer** |
| | **assembly line** [ə'sembli laɪn] | Montageband, Fließband | I work **on the assembly line** in a car factory. |
| | **robot** ['rəʊbɒt] | Roboter | Hello, **robot**! |

## Text 1

| | | | |
|---|---|---|---|
| pp. 46/47 | **roof** [ruːf] | Dach | |
| | **seat** [siːt] | (Sitz-)Platz | (to) **take a seat** = Platz nehmen |
| | **steering wheel** ['stɪərɪŋ wiːl] | Lenkrad, Steuer | (to) **steer** = steuern, lenken |
| | **tyre** ['taɪə] | Reifen | My bike needs new **tyres**.  |
| | **windscreen** ['wɪndskriːn] | Windschutzscheibe *(Auto)* | |
| | **network** ['netwɜːk] | Netz; Netzwerk; Wortnetz | |
| | **appliance** [ə'plaɪəns] | (Haushalts-)Gerät | home **appliances** |
| | (to) **track** [træk] | (zurück-, nach)verfolgen, beobachten | *verb:* (to) **track** – *noun:* **track** (Pfad, (Feld-)Weg) |
| | (to) **program** ['prəʊgræm] | programmieren | *verb:* (to) **program** –<br>*noun:* **program** ((Computer-)Programm) |
| | **pillow** ['pɪləʊ] | Kopfkissen | |
| | **speaker** ['spiːkə] | Lautsprecher ⚠ | **speaker** = **1.** Lautsprecher; **2.** Sprecher/in |
| | **privacy** ['prɪvəsi] | Privatsphäre ⚠ | Aussprache:<br>*noun:* **privacy** ['prɪvəsi] – *adjective:* **private** ['praɪvət] |
| | **security** [sɪ'kjʊərəti] | Sicherheit | This is a **security** check. Please open your bags. |
| | **data** ['deɪtə] | Daten ⚠ | **data** + Verb im Singular:<br>The **data shows** that ... / The **data was collected** ...<br>(Die Daten zeigen ... / wurden ... gesammelt) |
| | **complex** ['kɒmpleks] | komplex, kompliziert ⚠ | Betonung auf der 1. Silbe: **com**plex ['kɒmpleks] |
| | (to) **reduce (by)** [rɪ'djuːs] | reduzieren, verringern (um) | Oh look, they have **reduced** the price (**by** £1).<br>*verb:* (to) **reduce** – *noun:* **reduction** [rɪ'dʌkʃn] (Reduzierung, Verringerung) |
| | **repair** [rɪ'peə] | Reparatur | *noun:* **repair** – *verb:* (to) **repair** (reparieren) |

| | | | |
|---|---|---|---|
| (to) **solve** [sɒlv] | lösen *(Rätsel, Problem)*, lüften *(Geheimnis)* | | *verb:* (to) **solve** (a problem) – *noun:* **solution** (**to** a problem) [sə'luːʃn] (Lösung (eines Problems)) |
| accidents **may** happen ... [meɪ] | Unfälle passieren vielleicht; Unfälle können passieren | | This **may** not be such a good idea. (... ist vielleicht keine so gute Idee.) |
| **möglich – wahrscheinlich – sicherlich**<br>My parents **may / might / could / should / must** be at home now. | Meine Eltern | | sind jetzt **vielleicht** zu Hause.<br>**könnten** jetzt **(vielleicht)** zu Hause sein.<br>**könnten** jetzt zu Hause sein.<br>**sollten/müssten eigentlich** jetzt zu Hause sein.<br>**müssen** jetzt zu Hause sein. |
| **in addition** [ə'dɪʃn] | außerdem | | These apples are very expensive, and **in addition** they come from the other end of the world. I wouldn't buy them.<br>**in addition to** ... = zusätzlich zu ... |
| **drone** [drəʊn] | Drohne | | |
| (to) **transport** [træn'spɔːt] | transportieren, befördern | ⚠ | Betonung: *noun:* **transport** ['trænspɔːt] – *verb:* (to) **transport** [træn'spɔːt] |
| **goods** *(pl)* [gʊdz] | Waren, Güter | | **drones transporting goods**<br>  |
| **space** [speɪs] | Raum, Fläche; Platz; Weltraum | | My flat is too small. I need more **space**. (Platz)<br>Put the lamp in the **space** next to the sofa. (Fläche)<br>Would you like to go on a **space** flight? (Weltraum) |
| (to) **unlock** [ʌn'lɒk] | aufschließen, entsperren | | (to) **unlock** ◄► (to) **lock** [lɒk] (abschließen *(z. B. Tür)*)<br>*verb:* (to) **lock** – *noun:* **lock** ((Tür-)Schloss) |
| **disability** [dɪsə'bɪlətɪ] | Behinderung | | someone has a **disability** = someone is **disabled** [dɪs'eɪbld] ((körper)behindert) |
| (to) **prevent** [prɪ'vent] | verhindern | | Could we have **prevented** that accident?<br>How can we **prevent** accidents like this **from** happening?<br>We must **prevent** people **from** driving too fast. (verhindern, dass ... geschehen/fahren) |
| **battery** ['bætrɪ] | Batterie; Akku | ⚠ | Betonung auf der 1. Silbe: **bat**tery ['bætrɪ] |

## Introduction 1

| | | | | |
|---|---|---|---|---|
| p. 48 | **body (of a car)** ['bɒdɪ] | (Auto-)Karosserie | ⚠ | **body** = **1.** Körper; **2.** (Auto-)Karosserie |
| | (to) **paint** [peɪnt] | lackieren, *(mit Farbe)* streichen; malen | | *verb:* (to) **paint** – *noun:* **paint** (Farbe, Lack) |
| | (to) **weld** [weld] | schweißen | | **welding** pieces of metal together<br> |
| p. 49 | **tonne** [tʌn] | Tonne *(= 1.000 kg)* | | |
| | **household** ['haʊshəʊld] | Haushalt; Haushalts- | | Many children live in a one-parent **household**.<br>We need some new **household** appliances. |
| | **energy** ['enədʒɪ] | Energie | ⚠ | We should get more of our **energy** from the sun or the wind.<br>Betonung auf der 1. Silbe: **en**ergy ['enədʒɪ] |

| | | | |
|---|---|---|---|
| | **pollution** [pə'luːʃn] | (Umwelt-)Verschmutzung | The **pollution** of our oceans with plastic is worse than ever before. |
| | (to) **invent** [ɪn'vent] | erfinden | *verb:* (to) **invent** –<br>*nouns:* **invention** [ɪn'venʃn] (Erfindung);<br>**inventor** [ɪn'ventə] (Erfinder/in) |
| | **electricity** [ɪlek'trɪsəti] | Strom, Elektrizität | Is there really no pollution from cars which run on **electricity**? |
| | **process** ['prəʊses] | Prozess; Verfahren, Ablauf ⚠ | Betonung auf der 1. Silbe: **pro**cess ['prəʊses] |

## Skills training

| | | | |
|---|---|---|---|
| p. 50 | **virtual** ['vɜːtʃʊəl] | virtuell ⚠ | Betonung auf der 1. Silbe: **vir**tual ['vɜːtʃʊəl] |
| | **realistic** [riːə'lɪstɪk] | realistisch | I want to see all the sights in London. –<br>Come on, be **realistic**. We only have two days.<br>*adjective:* **realistic** – *adverb:* **realistically** [riːə'lɪstɪkli] |
| | **feature** ['fiːtʃə] | Merkmal, Eigenschaft | *noun:* **feature** – *verb:* (to) **feature** (bieten, haben; vorkommen, eine Rolle spielen) |
| | **stand-alone** ['stænd ələʊn] | eigenständig; autark | |
| | **system** ['sɪstəm] | System ⚠ | Betonung auf der 1. Silbe: **sys**tem ['sɪstəm] |
| | **headphones** *(pl)* ['hedfəʊnz] | *(ein)* Kopfhörer | These **are** my new **headphones**.<br>(Dies ist mein neuer Kopfhörer.) |
| | **microphone** ['maɪkrəfəʊn] | Mikrofon ⚠ | Betonung auf der 1. Silbe: **mi**crophone ['maɪkrəfəʊn] |
| | **graphics** *(pl)* ['græfɪks] | Grafik | The **graphics** in this game **are** fantastic.<br>(Die Grafik ... ist fantastisch.) |
| p. 51 | **radio** ['reɪdiəʊ] | Radio | |
| | **announcement** [ə'naʊnsmənt] | Durchsage, Ansage; Bekanntgabe, Ankündigung | What did they say? I couldn't understand that **announcement**! |
| | **(radio/TV) station** ['steɪʃn] | (Radio-/Fernseh-)Sender ⚠ | **station** = **1.** Bahnhof; **2.** (Radio-/Fernseh-)Sender |
| | **at least** [ət 'liːst] | wenigstens, zumindest | For a good bike you should spend **at least** £600.<br>(= not less than)<br>You could **at least** have told me the truth! |
| | **once** [wʌns] | einmal; einst; sobald, wenn (erst) ⚠ | **once** = **1.** einmal: I've only been to York **once**.;<br>**2.** einst: This city was **once** a small town;<br>**3.** sobald, wenn (erst): I'll go to the gym **once** I've finished this work. |
| | **success** [sək'ses] | Erfolg | *noun:* **success** – *adjective:* **successful** |
| | (to) **record** [rɪ'kɔːd] | aufnehmen, aufzeichnen; dokumentieren, verzeichnen | *verb:* (to) **record** [rɪ'kɔːd] – *nouns:* **record** ['rekɔːd] (Schallplatte; Rekord); **recording** (Aufnahme) |
| | (to) **recognize** ['rekəgnaɪz] | (wieder)erkennen | I hadn't seen Jill for 15 years, but still I **recognized** her.<br>(= knew her because I remembered her) |

**Verbs ending in *-ize* or *-ise***

| British English: **-ize** *or* **-ise** | American English: always **-ize** |
|---|---|
| (to) **emphasize** or (to) **emphasise** | (to) **emphasize** |
| (to) **organize** or (to) **organise** | (to) **organize** |
| (to) **recognize** or (to) **recognise** | (to) **recognize** |

## Introduction 2

| | | | |
|---|---|---|---|
| p. 52 | **installation** [ɪnstə'leɪʃn] | Installation *(Kunst)* | *noun:* **installation** –<br>*verb:* (to) **install** [ɪn'stɔːl] (installieren, einbauen) |

| | | | |
|---|---|---|---|
| | **toy** [tɔɪ] | Spielzeug | Little Emma likes to play with **toy** cars. |
| | **yard** *(AE)* [jɑːd] | Garten ⚠ | **yard** *(AE)* = Garten; **yard** *(BE)* = Hof<br>**garden** *(BE)* = Garten |
| | **colourful** ['kʌləfl] | farbig, bunt | a **colourful toy train** (*AE:* **colorful**) |
| | **sculpture** ['skʌlptʃə] | Skulptur ⚠ | Betonung auf der 1. Silbe: **sculp**ture ['skʌlptʃə] |
| | (to) **replace (with)** [rɪ'pleɪs] | ersetzen (durch), austauschen (gegen) | I sold my car and **replaced** it **with** a special bike that can transport goods. |
| p. 53 | **detail** ['diːteɪl] | Detail, Einzelheit | A close-up is a shot in a film which shows things **in detail**, e.g. the characters' feelings.<br>**in detail** = im Detail<br>**detailed** = detailliert |
| | (to) **remind** sb. **of** sth. [rɪ'maɪnd] | jn. an etwas erinnern | Grandma always says I **remind** her **of** her brother. |

**I don't remember ... remind me!**

| + object | + object + of | + to-infinitive | + object + to-infinitive | + verb *-ing* | |
|---|---|---|---|---|---|
| (to) **remember** | (to) **remind** | (to) **remember** | (to) **remind** | (to) **remember** | (to) **remind** |
| Do you **remember our visit to Paris**? | This song always **reminds me of** our time in Paris. | Please **remember to lock** the door. | Please remind **me to lock** the door. | I **remember going up** the Eiffel Tower. | |
| Erinnerst du dich an ...? | ... erinnert mich an unsere Zeit ... | Denk daran, / Vergiss nicht, ... abzuschließen. | Erinnere mich bitte daran, ... abzuschließen. | Ich erinnere mich daran, dass ich ... hochging. | |

| | | | |
|---|---|---|---|
| | (to) **cause** sth. [kɔːz] | etwas bewirken, verursachen | *verb:* (to) **cause**<br>What **caused** the fire? –<br>*noun:* **cause** (Ursache)<br>What was the **cause** of the fire? |
| | **sustainable** [sə'steɪnəbl] | nachhaltig, umweltverträglich; zukunftsfähig | using only so much energy, water, wood, etc. that there is no harm to the environment<br>**sustainable living** = nachhaltige Lebensweise |
| | (to) **reuse** [riː'juːz] | wiederverwenden | Recycling or **reusing** plastic is good, but it would be better if we didn't produce so much plastic at all. |
| | **stuff** *(infml)* [stʌf] | Zeug, Kram | I have so much **stuff**! I should take some of the things to a charity shop. |
| | **instead of** [ɪn'sted əv] | anstatt, anstelle von | **instead of – instead**<br>• I'd like pasta **instead of** chips, please. (= **anstelle von**)<br>• I don't like chips. Can I have pasta **instead**? (= **stattdessen**) |
| | **necessary** ['nesəsəri] | notwendig, nötig, erforderlich | Some changes will be **necessary**. (= Some changes will have to be made.) |

## Skills training

| | | | |
|---|---|---|---|
| p. 54 | **value** ['vælјuː] | Wert | **value for money** = Preis-Leistungs-Verhältnis<br>**It's good value (for money)**. =<br>Es ist sein Geld wert. / Es ist preiswert.<br>**values** *(pl)* = Werte, Wertvorstellungen |
| | **proper** ['prɒpə] | anständig, richtig, ordnungsgemäß | Stupid old laptop! I want a **proper** modern computer.<br>My mum always says I don't set the table **properly**. |

| | | |
|---|---|---|
| (to) **last (for)** [lɑːst] | (an)dauern; halten *(von Bestand sein)* | The concert will **last (for)** about an hour.<br>I buy good-quality clothes which **last (for)** a long time. |
| (to) **be made of** | bestehen aus, (gemacht) sein aus ⚠ | Don't break that bottle. It's **made of** glass.<br>It's **made of** glass. = Es besteht (komplett) aus .... / Es ist gemacht aus ....<br>This cake is **made with** nuts. = Der Kuchen besteht (zum Teil) aus Nüssen. / Der Kuchen enthält Nüsse. |
| **organic** [ɔː'gænɪk] | biologisch (angebaut), Bio- | **Organic** products cost a bit more, but **organic** farming doesn't harm the environment so much.<br>*adjective:* **organic** – *adverb:* **organically** [ɔː'gænɪkli] |
| **chemical** ['kemɪkl] | Chemikalie; chemisch | Please describe this **chemical** process. (chemisch)<br>This is a dangerous **chemical** that harms the environment. (Chemikalie) |
| **pocket** ['pɒkɪt] | Tasche *(an Kleidungsstücken)* | This hoodie has big **pockets** for my phone, my keys and my money.<br>**pocket money** = Taschengeld |
| **since** [sɪns] | weil, da ⚠ | **since** = **1.** seit<br>I've loved ice cream **since** I was a small child.;<br>**2.** weil, da<br>**Since** he's vegetarian, he never eats fish or meat. |
| (to) **grow** [grəʊ], **grew** [gruː], **grown** [grəʊn] | werden; wachsen; anbauen | Grandma often says she's **growing** old. (werden)<br>These trees only **grow** in Africa. (wachsen)<br>Farmers here **grow** potatoes, carrots and other vegetables. (anbauen) |
| **therefore** ['ðeəfɔː] | daher, deshalb | ►► **so**<br>Our teacher was sick. So school finished early. = **Therefore**, school finished early. |
| **zipper** ['zɪpə] | Reißverschluss | |
| **overall** [əʊvər'ɔːl] | allgemein, im Großen und Ganzen, (ins)gesamt, Gesamt- | *adjective:* Who's the **overall** winner?<br>*adverb:* **Overall**, I like this film and would recommend it. |

## Study skills

| | | |
|---|---|---|
| p. 55 **content** ['kɒntent] | Inhalt | What is the **content** of the text? = What is the text about? |
| **grammar** ['græmə] | Grammatik | the rules in a language according to which you put words into their correct forms and build sentences |
| **punctuation** [pʌŋktʃu'eɪʃn] | Zeichensetzung | "Let's eat**,** children!" / "Let's eat children!"<br>**Punctuation** makes a difference. |

**Punctuation**

| | | | | | |
|---|---|---|---|---|---|
| . | **full stop** [fʊl 'stɒp] | Punkt | ? | **question mark** ['kwestʃən mɑːk] | Fragezeichen |
| , | **comma** ['kɒmə] | Komma | ! | **exclamation mark** [ekskl ə'meɪʃn mɑːk] | Ausrufezeichen |
| : | **colon** ['kəʊlən] | Doppelpunkt | - | **hyphen** ['haɪfn] | Bindestrich |

## Text 2

| | | |
|---|---|---|
| p. 56 **nature** ['neɪtʃə] | (die) Natur | *noun:* **nature** –<br>*adjective:* **natural** ['nætʃrəl] (natürlich, Natur-) |

| | | | |
|---|---|---|---|
| | **landscape** ['lændskeɪp] | Landschaft; Landschaftsbild | What a great view of the **landscape**! |
| | **wildlife** ['waɪldlaɪf] | Tiere *(in freier Wildbahn)*, Tierwelt | The **wildlife** of Africa is very different from the **wildlife** in Europe. |
| | **climate** ['klaɪmət] | Klima | Is this extreme weather still normal or is it caused by **climate change**? (Klimawandel) |
| | **tortoise** ['tɔːtəs] | Schildkröte | |
| | **manatee** ['mænətiː] | Seekuh | |
| | **natural disaster** [nætʃrəl di'zɑːstə] | Naturkatastrophe | Everything went wrong. It was a complete **disaster**!<br>An earthquake is a **natural disaster**.<br>**disaster** = Katastrophe, Unglück |
| | **behaviour** [bɪ'heɪvjə] | Verhalten; Benehmen | *noun:* **behaviour**<br>These whales show a strange **behaviour**. –<br>*verb:* (to) **behave**<br>They **behave** strangely. |
| | **minus** ['maɪnəs] | minus | It's freezing – **minus** 4 degrees.<br>**minus ◄► plus** [plʌs] |
| p. 57 | **thin** [θɪn] | dünn; schlank | When you grow old, your hair gets **thinner**.<br>As a boy he was very **thin**. Now he's fatter. |
| | **speed** [spiːd] | Geschwindigkeit | *noun:* **speed** – *verb:* (to) **speed** [spiːd]**, sped, sped** [sped] (rasen, zu schnell fahren)<br>The car was **speeding** along the street **at a speed** of 100 km/h. (mit einer Geschwindigkeit von ...) |
| | (to) **climb** [klaɪm] | klettern (auf) | *verb:* (to) **climb** –<br>*nouns:* **climb** (Aufstieg, Klettertour; Anstieg); **climber** (Kletterer/Kletterin)<br>I **climbed a hill / a tree**. (Ich kletterte auf ...) |
| | **sleeping bag** ['sliːpɪŋ bæg] | Schlafsack | |
| | **peaceful** ['piːsfl] | friedlich, friedfertig | *adjective:* **peaceful** – *noun:* **peace** |
| | (to) **play dead** | sich tot stellen | (to) not move and give the impression that you're dead |
| | (to) **threaten** ['θretn] | (be)drohen | *verb:* (to) **threaten** – *noun:* **threat (to)** (Drohung, Bedrohung, Gefahr (für)) |
| | **global warming** [gləʊbl 'wɔːmɪŋ] | Erderwärmung | the fact that all over the world the climate is changing and it is getting warmer<br>**global** ['gləʊbl] = global, weltweit<br>**warming** = Erwärmung |
| | **drought** [draʊt] | Dürre | a long time without rain<br>Aussprache: **drought** [draʊt] |

| | | |
|---|---|---|
| **flood** [flʌd] | Überschwemmung, Hochwasser; Flut | There was a **flood** in our town.<br>Many streets **were flooded**. (standen unter Wasser)<br>*noun:* **flood** – *verb:* (to) **flood** (überfluten, überschwemmen)<br> |
| **wildfire** ['waɪldfaɪə] | Flächenbrand | |
| (to) **rise** [raɪz], **rose** [rəʊz], **risen** ['rɪzən] | (an)steigen; sich erheben | It is getting warmer. = Temperatures are **rising**. |
| **diet** ['daɪət] | Ernährung, Kost; Diät | Crisps, chocolate and cola? Not a very healthy **diet**!<br>He thought he was too fat, so he **went on a diet**. (machte eine Diät)<br>Betonung auf der 1. Silbe: **di**et ['daɪət] |
| **salmon** ['sæmən], *pl* **salmon** | Lachs | |

## Your task

p. 59

| | | |
|---|---|---|
| (to) **draw** [drɔː], **drew** [druː], **drawn** [drɔːn] | zeichnen | *verb:* (to) **draw**<br>Please **draw** a tortoise. –<br>*noun:* **drawing** (Zeichnung)<br>Please make a **drawing** of a tortoise. |

# Unit 4

## Black lives

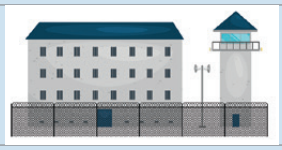
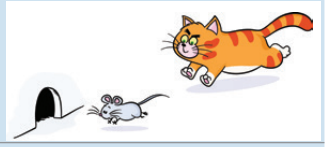
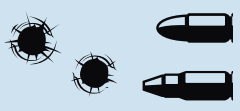
pp. 60/61

| | | |
|---|---|---|
| **slavery** ['sleɪvəri] | Sklaverei | They were slaves. = They lived in **slavery**. |
| **civil rights** *(pl)* [sɪvl 'raɪts] | Bürgerrechte | **civil** = Bürger-, (staats-)bürgerlich |
| **hurricane** ['hʌrɪkən] | Hurrikan, Orkan | a bad storm with very strong winds |
| (to) **mediate** ['miːdieɪt] | vermitteln *(inhaltlich wiedergeben)* | *verb:* (to) **mediate** – *noun:* **mediation** [miːdi'eɪʃn] (Vermittlung, Sprachmittlung) |
| **role model** ['rəʊl mɒdl] | Vorbild | a person you like very much, and you try to be like them |
| **wife** [waɪf], *pl* **wives** [waɪvz] | (Ehe-)Frau | **husband** and **wife**<br>*German* **Frau**:<br>She's a nice **woman**. *(eine nette Frau)*<br>That's **Mrs/Ms** Smith. *(Frau Smith)*<br>This is Anne, my **wife**. *(meine Frau)* |
| **Mardi Gras** [mɑːdi 'grɑː] | Faschingsdienstag *(auch: die Karnevalsfeiern in New Orleans)* | |
| **mostly** ['məʊstli] | hauptsächlich | I eat **mostly** healthy food, but I love chips. |
| (to) **pass a law** | ein Gesetz verabschieden | Several African countries, e.g. Uganda, Mali and Kenya, have **passed laws** to ban plastic bags. |
| (to) **be afraid (of)** [ə'freɪd] | Angst haben (vor), sich fürchten (vor) | Are you **afraid of** mice?<br>**I'm afraid** = leider, ich fürchte<br>What a difficult situation! But **I'm afraid** I can't help you. |
| **civil war** [sɪvl 'wɔː] | Bürgerkrieg | a war between groups of people in the same country<br>**war** = Krieg |

| | | |
|---|---|---|
| **segregation** [segrɪ'geɪʃn] | Trennung *(nach Hautfarbe/ Religion/Geschlecht)* | There is **segregation** in some swimming pools. Men and women cannot swim at the same time. |
| **discrimination** (**against** sb.) [dɪskrɪmɪ'neɪʃn] | Diskriminierung *(eines Menschen)* | **discrimination against** women/black people = Diskriminierung **von** Frauen/Schwarzen<br>*noun:* **discrimination (against)** – *verb:* (to) **discriminate against** sb. [dɪ'skrɪmɪneɪt] (jn. diskriminieren) |
| **activist** ['æktɪvɪst] | Aktivist/in | Betonung auf der 1. Silbe: **ac**tivist ['æktɪvɪst] |
| **lawyer** ['lɔːjə] | (Rechts-)Anwalt/Anwältin | someone who has studied law |
| **education** [edʒu'keɪʃn] | Erziehung, (Schul-)Bildung | *noun:* **education** – *verb:* (to) **educate** sb. ['edʒukeɪt] (jn. ausbilden, unterrichten, erziehen) |

## Text 1

p. 62

| | | |
|---|---|---|
| (to) **matter** ['mætə] | von Bedeutung sein, wichtig sein | Does it really **matter** which team wins? – No, **it doesn't matter**. (Es/Das ist egal.) |
| **prison** ['prɪzn] | Gefängnis |  |
| **victim** ['vɪktɪm] | Opfer | No one should be a **victim** of bullying. |
| **armed** [ɑːmd] | bewaffnet | **armed** ◄► **unarmed** |
| (to) **go on** | weitergehen; weitermachen, weiterreden; (sich) fortsetzen | ►► (to) **continue**<br>Let's take a break and **go on** with this job later.<br>"There's another problem, too ...", she **went on**.<br>How long will this drought **go on** for? |
| **neighbourhood watch** [neɪbəhʊd 'wɒtʃ] | Nachbarschaftswache | people who try to prevent crime in their neighbourhood |
| **suspicious (of)** [sə'spɪʃəs] | verdächtig; misstrauisch (gegenüber) | The man in the taxi looked **suspicious**. *(verdächtig)*<br>I was **suspicious of** the strange people at the door. *(misstrauisch gegenüber)* |
| (to) **chase** [tʃeɪs] | verfolgen, jagen | The cat is **chasing** the mouse.<br>*verb:* (to) **chase** –<br>*noun:* **chase** (Verfolgung, Verfolgungsjagd)<br>  |
| (to) **charge** sb. **(with** sth.**)** [tʃɑːdʒ] | jn. anklagen (wegen etwas) | *verb:* (to) **charge** sb. **with** sth. –<br>*noun:* **charge** (Anklage, Beschuldigung) |
| **murder** ['mɜːdə] | Mord | *noun:* **murder** – *verb:* (to) **murder** (ermorden)<br>person: **murderer** ['mɜːdərə] (Mörder/-in) |
| **court** [kɔːt] | Gericht(shof) | (to) **go to court (over** sth.**)** = vor Gericht ziehen, sich (gerichtlich) streiten (um/wegen etwas)<br>(to) **take** sb. **to court** = jn. verklagen |
| **trial** ['traɪəl] | (Gerichts-)Verfahren, Prozess | They were **on trial** for murder. (standen wegen Mordes vor Gericht)<br>Everybody has a right to a fair **trial**. (ein Recht auf ein faires Gerichtsverfahren) |
| (to) **clear** sb. **(of** sth.**)** [klɪə] | jn. (von etwas) freisprechen | They couldn't prove that he committed the crime, so he was **cleared of** the charges. |
| **bullet** ['bʊlɪt] | (Gewehr-)Kugel | **bullets** and **bullet** holes  |

| | | | |
|---|---|---|---|
| | (to) **lie** [laɪ], **lay** [leɪ], **lain** [leɪn] | liegen | *-ing*-Form: **lying** – Why is your dog **lying** on my bed? |
| p. 63 | **huge** [hjuːdʒ] | riesig, Riesen- | |

**big – tall – huge**

**big**
„groß" – a **big** family; a **big** house; a **big** city

a very **big** man („dick, schwer")

**tall**
„groß (gewachsen)" (Person); „hoch" (Gebäude)

a **tall** woman

**huge**
„riesig, Riesen-"

a **huge** present

| | | |
|---|---|---|
| (to) **raise** [reɪz] | (er)heben | (to) **raise one's eyes** from sth. = von etwas aufschauen<br>(to) **raise one's voice** = die Stimme erheben |
| **awareness** [ə'weənəs] | Bewusstsein, Aufmerksamkeit | (to) **raise awareness of** sth. = die Aufmerksamkeit für etwas erhöhen, das Bewusstsein für etwas schaffen<br>*noun:* **awareness** – *adjective:* (to) be **aware of** sth. [ə'weə] (etwas wissen, sich einer Sache bewusst sein) |
| (to) **profile** ['prəʊfaɪl] | beschreiben, porträtieren | **racial profiling** = auf äußeren/ethnischen Merkmalen basierende Einschätzung von Menschen<br>*verb:* (to) **profile** – *noun:* **profile** (Profil; Beschreibung, Portrait) |
| **race** [reɪs] | Rasse | *noun:* **race** – *adjective:* **racial** ['reɪʃl] (Rassen-) |
| **point** | Argument, Standpunkt | |

| | | | |
|---|---|---|---|
| **That's a good point.** | = Das ist ein (gutes) Argument. | (to) **take a point** | = einen Standpunkt verstehen |
| (to) **make a point** | = ein Argument vortragen | **I take your point.** | = Ich verstehe deinen/Ihren Standpunkt. |
| **Make your point.** | = Sag, wie du darüber denkst. | | |

| | | |
|---|---|---|
| **few** [fjuː] | wenige | I talked to **a few** people at the party. *(einige, ein paar)*<br>Only **few** people came to the party. *(nur wenige)* |

**(a) little — (a) few**

**(a) little** steht mit **nicht zählbaren Nomen** wie **cheese, milk, money, time, traffic**.

**few** steht mit dem Plural von **zählbaren Nomen**.

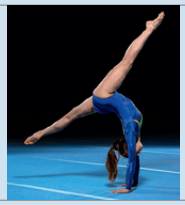
Beachte die Unterschiede zwischen **little** und **a little** und **few** und **a few**.

| | |
|---|---|
| We had very **little money** *(= not much money)* when we were young. | **wenig/nicht viel** Geld |
| Dad gave me **a little money** *(= some money)* and sent me to the shops. | **etwas/ein bisschen** Geld |
| There were **few people** *(= not many people)* in the streets, so I felt a bit scared. | **wenige/nicht viele** Leute |
| There were **a few people** *(= some people)* on the beach, but no one was in the water. | **einige/ein paar** Leute |

| | | |
|---|---|---|
| **interested (in)** ['ɪntrəstɪd] | interessiert (an) | Are you **interested in** science? Then join the Science Club.<br>(to) **be interested in** + verb *-ing*:<br>Are you **interested in learning** more about whales? |
| **headline** ['hedlaɪn] | Überschrift | |
| **justice** ['dʒʌstɪs] | Gerechtigkeit | **justice ◄► injustice** [ɪn'dʒʌstɪs] (Ungerechtigkeit; Unrecht)<br>*noun:* **justice** – *adjective:* **just** (gerecht)<br>**just** = **1.** *(Adj.)* gerecht; **2.** *(Adv.)* nur, bloß; einfach; **3.** *(Adv.)* gerade (eben) |

## Introduction 1

| | | | |
|---|---|---|---|
| p. 64 | **certificate** [sə'tɪfɪkət] | Urkunde, Bescheinigung | **birth certificate** = Geburtsurkunde |

| | | | | |
|---|---|---|---|---|
| | **Christian** ['krɪstʃən] | Christ/in; christlich | | |
| | **industry** ['ɪndəstri] | Industrie | ⚠ | Betonung auf der 1. Silbe: **in**dustry ['ɪndəstri] |
| | **scrapbook** ['skræpbʊk] | Sammelalbum; Notizbuch | | |
| p. 65 | **talent** ['tælənt] | Talent | ⚠ | Betonung auf der 1. Silbe: **ta**lent ['tælənt]<br>*noun:* **talent** –<br>*adjective:* **talented** ['tæləntɪd] (begabt, talentiert) |
| | **gymnast** ['dʒɪmnæst] | Turner/in | | *sport:* **gymnastics** –<br>*person:* **gymnast**<br>  |
| | (to) **award** [ə'wɔːd] | *(Preis)* verleihen | | *verb:* (to) **award** – *noun:* **award** (Preis *(Auszeichnung)*) |
| | **medal** ['medl] | Medaille | ⚠ | Betonung auf der 1. Silbe: **me**dal ['medl] |
| | **pain** [peɪn] | Schmerz; Plage | | (to) be **in pain** = Schmerzen haben<br>(to) be **a pain** = lästig sein, nerven<br>What a **pain**! = Wie lästig! / Was für eine Plage! |
| | **kidney** ['kɪdni] | Niere | | You have two **kidneys**.<br> |
| | (to) **box** [bɒks] | boxen | | |
| | **sportsperson** ['spɔːtspɜːsn], *pl* **sportspeople** | Sportler/in | | |

## Skills training

| | | | | |
|---|---|---|---|---|
| p. 66 | **seafood** ['siːfuːd] | Meeresfrüchte | ⚠ | **seafood** + Verb im Singular:<br>Great restaurant! The **seafood is** always fresh and tasty. (Die Meeresfrüchte sind ...)<br> |
| p. 67 | (to) **depress** [dɪ'pres] | deprimieren | | When you're the victim of bullying, ...<br>... that can **depress** you.<br>... that can be very **depressing**. (deprimierend)<br>... you can feel very **depressed**. (deprimiert) |

## Introduction 2

| | | | | |
|---|---|---|---|---|
| p. 68 | (to) **shock** sb. [ʃɒk] | jn. schockieren | | *verb:* (to) **shock** sb. – *noun:* **shock** (Schock) |
| | (to) **destroy** [dɪ'strɔɪ] | zerstören, vernichten | | Fire completely **destroyed** this house.<br> |
| | **level** ['levl] | Grad, Stufe; Niveau, Ebene | | Is the **level** of homelessness in your town very high?<br>She's an excellent player and plays **at** professional **level**. (auf Profi-Ebene)<br>The shop is on the two higher **levels** of the building.<br>**sea level** = Meeresspiegel |
| | **mayor** [meə] | Bürgermeister/in | | Our town has a new **mayor**. Most citizens voted for Ms Jackson. |

| | | | |
|---|---|---|---|
| | **anyway** ['eniweɪ] | sowieso; jedenfalls, wie dem auch sei | I don't really need a new phone. And I don't have the money **anyway**. (sowieso nicht)<br>**Anyway**, let's talk about something different. How's your sister? (jedenfalls, wie dem auch sei) |
| | **power** ['paʊə] | Energie, Strom ⚠ | **power** = **1.** Energie, Strom; **2.** Kraft, Macht |
| | **disgusted (by/that ...)** [dɪs'gʌstɪd] | empört (über/dass ...); angewidert (von) | What a **disgusting** crime!<br>I was **disgusted at/by** that crime.<br>**disgusting** [dɪs'gʌstɪŋ] = ekelhaft, widerlich |
| | **condition** [kən'dɪʃn] | Bedingung; Zustand | Our house is thirty years old, but still in an excellent **condition**.<br>It's too cold and too noisy in this office. I can't work **in/under** these **conditions**. (bei/unter diesen Bedingungen) |
| p. 69 | (to) **rebuild** [riː'bɪld], **rebuilt, rebuilt** [riː'bɪlt] | wiederaufbauen | (to) build something again (e.g. after it was destroyed) |
| | (to) **graduate (from)** ['grædʒueɪt] | den Abschluss machen (an) *(Schule, Hochschule)* | Sean **graduated from** Oxford University last month and is now looking for a job. |
| | (to) **grow up** [grəʊ 'ʌp] | aufwachsen; erwachsen werden | My grandfather **grew up** on a small farm.<br>Jo wants to be a doctor when she **grows up**. |

## Study skills

| | | | |
|---|---|---|---|
| p. 70 | **tornado** [tɔː'neɪdəʊ] | Tornado *(Wirbelsturm)* ⚠ | Aussprache: **tornado** [tɔː'neɪdəʊ] |

## Skills training

| | | | |
|---|---|---|---|
| p. 71 | **appointment** [ə'pɔɪntmənt] | Termin *(Verabredung)* | I'd like to **make an appointment**, please. (einen Termin vereinbaren)<br>"You can see Dr Fox **by appointment** only." (... nur mit Termin) |
| | **pill** [pɪl] | Tablette, Pille ⚠ | In Britain you can also say **tablet**.<br>**tablet** = **1.** Tablette, Pille;<br>**2.** Tablet(computer)<br> |
| | **document** ['dɒkjumənt] | Dokument; Text(datei) ⚠ | Betonung auf der 1. Silbe: **doc**ument ['dɒkjumənt] |
| | **allergy (to)** ['ælədʒi] | Allergie (gegen) ⚠ | *noun:* **allergy (to)**<br>I have an **allergy to** nuts. –<br>*adjective:* **allergic (to)** [ə'lɜːdʒɪk] (allergisch (gegen))<br>I'm **allergic to** nuts.<br>Betonung auf der 1. Silbe: **al**lergy ['ælədʒi] |
| | **antibiotic** [æntibaɪ'ɒtɪk] | Antibiotikum ⚠ | **antibiotics** *(pl)* = *(verschiedene)* Antibiotika |
| | **twice** [twaɪs] | zweimal | **once** one time<br>**twice** two times |
| | **prescription** [prɪ'skrɪpʃn] | Rezept *(vom Arzt)* ⚠ | German „Rezept" = **1. prescription** *(vom Arzt)*;<br>**2. recipe** *(Kochrezept)* |
| | **drugstore** *(AE)* ['drʌgstɔː] | Drogerie | |
| | (to) **take** sb.'s **temperature** ['temprətʃə] | bei jm. Fieber messen | (to) **take** sb.'s **blood pressure** ['blʌd preʃə] = bei jm. Blutdruck messen |

**Phrases with** (to) **take**

| | | | |
|---|---|---|---|
| (to) **take a break** | Pause machen | (to) **take notes** | (sich) Notizen machen *(beim Lesen oder Zuhören)* |
| (to) **take a photo** | ein Foto machen | | |
| (to) **take a point** | einen Standpunkt verstehen | (to) **take part (in)** | teilnehmen (an) |
| (to) **take a seat** | Platz nehmen | (to) **take sb.'s blood pressure** ['blʌd preʃə] | bei jm. Blutdruck messen |
| (to) **take a test / an exam** | einen Test / eine Prüfung machen | (to) **take sb.'s temperature** | bei jm. Fieber messen |

## Text 2

p. 72

| | | |
|---|---|---|
| **title** ['taɪtl] | Titel, Überschrift | Aussprache: **title** ['taɪtl] |
| **bee** [biː] | Biene | **bees** |
| (to) **arrest** sb. [ə'rest] | jn. festnehmen, verhaften | *verb:* (to) **arrest** sb. – *noun:* **arrest** (Festnahme) |
| **fool** [fuːl] | Idiot, Dummkopf | ►► **a stupid person** |
| **flashlight** *(AE)* ['flæʃlaɪt] | Taschenlampe | ►► *BE* **torch** |

**American English (III)**

**DIFFERENT WORDS**

| American English | British English | American English | British English |
|---|---|---|---|
| **baggage** | **luggage** | **movie** | **film** |
| **cab** | **taxi** | **movie theater** | **cinema** |
| **candy** | **sweets** | **pants** | **trousers** |
| **cookie** | **biscuit** | **parking lot** | **car park** |
| **driver's license** | **driving licence** | **recess** | **break** |
| **elevator** | **lift** | **schedule** | **timetable** |
| **flashlight** | **torch** | **trash** | **rubbish** |
| **grade** | **(school) year** | **yard** | **garden** |

**DIFFERENT SPELLING**

| AE: | BE: |
|---|---|
| **license** | **licence** |
| **jewelry** | **jewellery** |
| (to) **practice** | (to) **practise** |
| **program** | **programme** |

| | | |
|---|---|---|
| **registration** [redʒɪ'streɪʃn] | Anmeldung; Zulassung, KFZ-Schein | **registration number** = Autokennzeichen, amtliches Kennzeichen |
| **proof** *(no pl)* [pruːf] | Beweis(e); Nachweis(e) | **proof of insurance** = Versicherungsnachweis<br>*noun:* **proof** – *verb:* (to) **prove** |
| (to) **pull** sb. **over** | jn. an den (Straßen-)Rand winken | (to) **pull** sb. **over** = jn. an den (Straßen-)Rand winken<br>The police officer **pulled** us **over**.<br>(to) **pull over** = anhalten, an den Straßenrand fahren<br>She **pulled over** and I got out of her car. |
| **wallet** ['wɒlɪt] | Brieftasche; Portemonnaie | |
| **badge** [bædʒ] | Dienstmarke *(Polizei)*; Anstecknadel, Button | |
| **He's in his mid-thirties.** [mɪd] | Er ist Mitte dreißig. | He's in his **early thirties**. = Er ist Anfang dreißig.<br>She's in her **mid-thirties**. = Sie ist Mitte dreißig.<br>They're in their **late thirties**. = Sie sind Ende dreißig. |
| **buzz cut** ['bʌz kʌt] | Igelfrisur *(extrem kurzer Haarschnitt)* | |
| **scar** [skɑː] | Narbe | *noun:* **scar** –<br>*verb:* (to) **scar** sb. (bei jm. Narben hinterlassen)<br>His face was **scarred**. |
| **lip** [lɪp] | Lippe | |
| **business** | Sache, Angelegenheit | **That's none of your business.** = Das geht dich/Sie nichts an.<br>**business** = **1.** Geschäft, Betrieb;<br>**2.** Sache, Angelegenheit |
| **ticket** | Strafzettel | **ticket** = **1.** Eintrittskarte, Fahrkarte; **2.** Strafzettel |
| (to) **push** [pʊʃ] | schieben, stoßen, schubsen | Do I have to **push** or pull this door to open it?<br>*verb:* (to) **push** – *noun:* **push** (Stoß, Schubs) |
| **dashboard** ['dæʃbɔːd] | Armaturenbrett | |

| | | |
|---|---|---|
| (to) **pat** [pæt] | klopfen; tätscheln | (to) **pat** sb. **down** = jn. abtasten *(bei Polizeikontrolle)* |
| p. 73 (to) **hold onto** sth. [həʊld 'ɒntʊ] | sich an etwas festhalten; etwas festhalten | |
| (to) **gasp** [gɑːsp] | nach Luft ringen | *verb:* (to) **gasp** – *noun:* **gasp** ((tiefer) Atemzug) |
| (to) **be amazed at/by** sth. [ə'meɪzd] | über etwas staunen, erstaunt sein | **amazed** = erstaunt<br>**amazing** = erstaunlich; großartig |
| **scream** [skriːm] | Schrei | *noun:* **scream** – *verb:* (to) **scream** (schreien) |

**Verbs and nouns with the same spelling**

| | | | |
|---|---|---|---|
| (to) **access** zugreifen auf | **access** Zugang, Zugriff | (to) **protest** [prə'test] protestieren | **protest** ['prəʊtest] Protest |
| (to) **cause** verursachen | **cause** Ursache | (to) **record** [rɪ'kɔːd] aufnehmen, aufzeichnen | **record** ['rekɔːd] Rekord; Schallplatte |
| (to) **challenge** herausfordern | **challenge** Herausforderung | (to) **rent** mieten | **rent** Miete |
| (to) **debate** debattieren | **debate** Debatte | (to) **repair** reparieren | **repair** Reparatur |
| (to) **experience** erfahren; erleben | **experience** Erfahrung; Erlebnis | (to) **search (for)** suchen (nach) | **search (for)** Suche (nach) |
| (to) **flood** überschwemmen | **flood** Überschwemmung | (to) **speed, sped, sped** rasen, zu schnell fahren | **speed** Geschwindigkeit |
| (to) **guard** schützen, bewachen | **guard** Wärter/in; Schutz(vorrichtung) | (to) **tip** Trinkgeld geben | **tip** Trinkgeld |
| (to) **harm** schädigen, verletzen | **harm** Schäden, Verletzung | (to) **transport** [træn'spɔːt] transportieren | **transport** ['trænspɔːt] Transportsmittel |
| (to) **increase** [ɪn'kriːs] steigen, (sich) erhöhen | **increase** ['ɪŋkriːs] Anstieg, Zunahme | (to) **volunteer** ehrenamtlich arbeiten | **volunteer** Freiwillige/r, Ehrenamtliche/r |
| (to) **lock** abschließen | **lock** (Tür-)Schloss | (to) **wait** warten | **wait** Wartezeit |

| | | |
|---|---|---|
| **sky** [skaɪ] | Himmel | the sun/stars **in the sky** (die Sonne/Sterne am Himmel) |
| (to) **blink (your eyes)** [blɪŋk] | blinzeln, (mit den Augen) zwinkern | (to) close and open your eyes very quickly |
| **reaction (to)** [ri'ækʃn] | Reaktion (auf) | *noun:* **reaction (to)** – *verb:* (to) **react (to)** |

### Your task

| | | | |
|---|---|---|---|
| p. 75 (to) **edit** ['edɪt] | bearbeiten, editieren | ⚠ | Betonung auf der 1. Silbe: edit ['edɪt] |
| **voice-over** ['vɔɪs əʊvə] | Filmkommentar, Off-Stimme | | |

## Unit 5

### In Canada

| | | | |
|---|---|---|---|
| pp. 78/79 **emphasis** ['emfəsɪs], *pl* **emphases** ['emfəsiːz] | Betonung, Schwerpunkt, Akzent | | *noun:* **emphasis** – *verb:* (to) **emphasize** |
| **diagram** ['daɪəgræm] | Diagramm | ⚠ | Betonung auf der 1. Silbe: diagram ['daɪəgræm] |
| **visuals** *(pl)* ['vɪʒuəlz] (*kurz für:* **visual materials**) | visuelle Materialien/ Hilfsmittel | | |
| **brochure** ['brəʊʃə] | Broschüre, Prospekt | | a thin book/magazine with information about sth. |
| **beaver** ['biːvə] | Biber | | |
| **polar bear** ['pəʊlə beə] | Eisbär | ⚠ | Betonung auf der 1. Silbe: polar ['pəʊlə] (= polar) |

| | | |
|---|---|---|
| **nation** ['neɪʃn] | Nation | **First Nations** = Erste Nationen *(indigene Völker Kanadas)* |
| **Arctic** ['ɑːktɪk] | die Arktis; arktisch, Polar- | *noun:* life in the **Arctic** – *adjective:* the **Arctic** area; **arctic** winters (arktisch) |
| **descendant** [dɪ'sendənt] | Nachfahre/-fahrin, Nachkomme | the people in your family who will come after you = your **descendants** ◄► your **ancestors** |
| **maple leaf** ['meɪpl liːf] | Ahornblatt | **maple** = Ahorn **leaf** [liːf], *pl* **leaves** [ liːvz] = Blatt *(Pflanze)* |
| **wilderness** ['wɪldənəs] | Wildnis | *noun:* **wilderness** ['wɪldənəs] – *adjective:* **wild** [waɪld] |

**-ness**

Die Endung **-ness** wird verwendet, um Nomen aus Adjektiven zu bilden. Beispiele:

| | | | | | |
|---|---|---|---|---|---|
| **awareness** | Bewusstsein, Aufmerksamkeit | **happiness** | Glück | **sadness** | Traurigkeit |
| **cleverness** | Schlauheit | **homelessness** | Obdachlosigkeit | **weakness** | Schwäche |
| **fitness** | Fitness | **illness** | Krankheit | **wilderness** | Wildnis |

| | | |
|---|---|---|
| **health care** ['helθ keə] | Gesundheitsfürsorge, medizinische Versorgung | Everybody should have access to good **health care**, clean water and food. |
| **mosaic** [məʊ'zeɪɪk] | Mosaik | Achte auf Betonung und Aussprache: [məʊ'zeɪɪk] |
| **bilingualism** [baɪ'lɪŋgwəlɪzm] | Zweisprachigkeit | *noun:* **bilingualism** – *adjective:* **bilingual** [baɪ'lɪŋgwəl] (zweisprachig) |
| (to) **mine** sth. [maɪn] | etwas abbauen, fördern *(z. B. Bergbau)* | *verb:* (to) **mine** sth. – *noun:* **mine** (Bergwerk, Mine) |

## Text 1

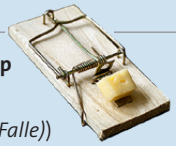
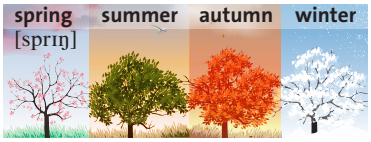
p. 80

| | | |
|---|---|---|
| **alert** [ə'lɜːt] | Warnung, Alarm | *noun:* **alert** – a fire **alert** *adjective:* **alert** (**to** sth.) (aufmerksam; sich einer Sache bewusst) – be **alert to** danger signs *verb:* (to) **alert** sb. (**to** sth.) (jn. alarmieren, jn. (vor etwas) warnen) – Neighbours **alerted** the police. |
| (to) **frighten** ['fraɪtn] | Angst einjagen, verängstigen; erschrecken | (to) **frighten** sb./sth. **off**/**away** = jn./etwas verscheuchen (to) be **frightened** = Angst haben **frightening** = beängstigend, erschreckend |

Einige **Partizipien** werden wie **Adjektive** gebraucht. Du kannst sie durch *very*, *really*, etc. genauer bestimmen und mit *more*/*most* steigern.

| **-ed** *(past participle)* | **-ing** *(present participle)* | **-ed** *(past participle)* | **-ing** *(present participle)* |
|---|---|---|---|
| **amazed** erstaunt | **amazing** erstaunlich | **excited** aufgeregt | **exciting** aufregend |
| **bored** gelangweilt | **boring** langweilig | **frightened** verängstigt | **frightening** beängstigend |
| **depressed** deprimiert | **depressing** deprimierend | **interested** interessiert | **interesting** interessant |
| **disappointed** enttäuscht | **disappointing** enttäuschend | **surprised** überrascht | **surprising** überraschend |
| **disgusted** angewidert | **disgusting** widerlich | **shocked** schockiert | **shocking** schockierend |
| **embarrassed** verlegen | **embarrassing** peinlich | **worried** beunruhigt | **worrying** beunruhigend |

| | | |
|---|---|---|
| **horn** [hɔːn] | Horn; Hupe *(Auto)* | **horns** |
| (to) **flash** [flæʃ] | blinken, leuchten | The police car's blue light was **flashing**. **flashing lights** *(pl)* = Warnlicht; Blaulicht |

| | | | |
|---|---|---|---|
| | **fear (of)** [fɪə] | Angst (vor) | *noun:* **fear (of)** – *verb:* (to) **fear** (fürchten, befürchten; sich fürchten vor) |
| | **migration** [maɪ'greɪʃn] | Migration, Zu-/Aus-/Ab-wanderung | *noun:* **migration** – *verb:* (to) **migrate** [maɪ'greɪt] ((aus-/ab-)wandern, ziehen) |
| | (to) **weigh** [weɪ] | wiegen | *verb:* (to) **weigh** – *noun:* **weight** = Gewicht<br>This box is very heavy. I'm sure it **weighs** more than 30 **kilos**. |
| | **kilo(gram)** ['kiːləʊ] | Kilo(gramm) | |
| | **sense** [sens] | Sinn | **sense of smell / sense of touch** = Geruchs-/Tastsinn<br>(to) **make sense** = Sinn ergeben |
| | **trap** [træp] | Falle | a **mousetrap**  <br>*noun:* **trap** – *verb:* (to) **trap** (einschließen, fangen *(mit einer Falle)*)<br>(to) **be trapped** = gefangen sein, in der Falle sitzen |
| | **seal** [siːl] | Robbe, Seehund | |
| | **bay** [beɪ] | Bucht | |
| p. 81 | **autumn** ['ɔːtəm] | Herbst | *you say* ['ɔːtəm] – *you write* **autumn** |
| | | | **The four seasons** ['siːznz]<br>**spring** [sprɪŋ] **summer** **autumn** **winter**  |
| | (to) **terrify sb.** ['terɪfaɪ] | jm. schreckliche Angst einjagen | **terrifying** = Furcht erregend, erschreckend<br>(to) **be terrified** (**of** sb./sth.) = schreckliche Angst haben (vor jm./etwas) |
| | (to) **grab** [græb] | packen, greifen (nach), ergreifen | (to) take or hold sb./sth. suddenly/quickly |
| | **scalp** [skælp] | Kopfhaut | the skin on your head where your hair grows |
| | **shovel** ['ʃʌvl] | Schaufel | |
| | **local** ['ləʊkl] | einheimisch, am/vom Ort | Our kids go to the **local** school. (... hier im Ort ...) |
| | **attitude (to/towards)** ['ætɪtjuːd] | Einstellung, (Geistes-)Haltung (zu/gegenüber) | What's your **attitude to(wards)** cheap clothes? |

## Introduction 1

| | | | |
|---|---|---|---|
| p. 82 | **adventure** [əd'ventʃə] | Abenteuer | On your bike through India? What an **adventure**! |
| | **outdoors** [aʊt'dɔːz] | im Freien, draußen | *adjective:* **outdoor** – **outdoor** activities/sports<br>*adverb:* **outdoors** – I like to be **outdoors**. |
| | **fishing** ['fɪʃɪŋ] | Fischen, Angeln; Fischerei | *noun:* **fish** – *verb:* (to) **fish** = fischen, angeln<br>*noun/sport:* **canoeing** – *noun (a boat):* **canoe** [kə'nuː] (Kanu, Paddelboot) – *verb:* (to) **canoe** (Kanu fahren, paddeln) |
| | **canoeing** [kə'nuːɪŋ] | Paddeln, Kanusport | |
| | (to) **confirm** [kən'fɜːm] | bestätigen | *verb:* (to) **confirm** – *noun:* **confirmation** [kɒnfə'meɪʃn] (Bestätigung) |

| | | | |
|---|---|---|---|
| | **suggestion** [sə'dʒestʃən] | Vorschlag | *noun:* **suggestion** – *verb:* (to) **suggest** |

**-tion** Die Endung **-tion** wird verwendet, um Nomen aus Verben zu bilden. Beispiele:

| *verb* | *noun* | *verb* | *noun* | *verb* | *noun* |
|---|---|---|---|---|---|
| (to) **collect** | **collection** (Sammlung) | (to) **educate** | **education** (Erziehung, (Schul-)Bildung) | (to) **pollute** | **pollution** ((Umwelt-)Verschmutzung) |
| (to) **confirm** | **confirmation** (Bestätigung) | (to) **invent** | **invention** (Erfindung) | (to) **reduce** | **reduction** [ʌ] (Reduzierung) |
| (to) **connect** | **connection** (Verbindung) | (to) **migrate** | **migration** (Migration) | (to) **suggest** | **suggestion** (Vorschlag) |

| | | | |
|---|---|---|---|
| p. 83 | (to) **make an excuse** [ɪk'skjuːs] | sich entschuldigen, eine Entschuldigung vorbringen | *verb:* (to) **excuse** (Excuse me, ...) [ɪks'kjuːz] – *noun:* **excuse** [ɪk'skjuːs] (Entschuldigung *(Ausrede)*; Vorwand) |

## Skills training

| | | | |
|---|---|---|---|
| p. 84 | **follow-up** ['fɒləʊ ʌp] | Anschluss-, Folge- | **follow-up** questions = questions that come after a/the first question or introduction of a topic |
| | (to) **mention** ['menʃn] | erwähnen | She has never **mentioned** that she has a horse. Now that you **mention** it – yes, it was a bit strange! |

**verbs + *-ing*-form:**

| | | |
|---|---|---|
| Have you | **finished** | **painting** your bike? |
| You never | **mentioned** | **talking** to Alex. |
| I don't | **mind** | **going** by train. |
| They | **went on** | **chatting** all evening. |

**verbs + infinitive with „to“:**

| | | |
|---|---|---|
| I | **offered** | **to drive** them home. |
| He had | **promised** | **to arrive** on time. |
| She | **seemed** | **to be** OK. |
| Are you | **threatening** | **to hurt** me? |

⚠ **With some verbs you can use the *-ing*-form or the infinitive with „to“:**

| | | |
|---|---|---|
| I | **began/started** | **feeling / to feel** funny soon after the meal. |
| Some people | **hate/love** | **walking / to walk** through parks when it's dark. |
| My French is OK, but I | **prefer** | **speaking / to speak** English. |

| | | | |
|---|---|---|---|
| | **general** ['dʒenrəl] | allgemein | Let's first talk about some **general** questions before we look at details. I like pizza **in general**, but the ones in that restaurant are horrible. **in general** = im Allgemeinen, generell |
| p. 85 | **legend** ['ledʒənd] | Legende, Sage ⚠ | Betonung auf der 1. Silbe: **le**gend ['ledʒənd] |
| | (to) **treat** [triːt] | behandeln | *verb:* (to) **treat** – *noun:* **treatment** ['triːtmənt] (Behandlung) |
| | (to) **kiss** [kɪs] | (sich) küssen | *verb:* (to) **kiss** – *noun:* **kiss** (Kuss) |
| | **marmot** ['mɑːmət] | Murmeltier | |
| | **subtitles** *(pl)* ['sʌbtaɪtlz] | Untertitel | I watched the Japanese film with English **subtitles**. |

## Introduction 2

| | | | |
|---|---|---|---|
| p. 86 | **rodeo** ['rəʊdiəʊ] | Rodeo ⚠ | Betonung auf der 1. Silbe: **ro**deo ['rəʊdiəʊ] |
| | **relay (race)** ['riːleɪ] | Staffel(lauf) | In a **relay** race each member of a team runs only a part of the race. |
| | (to) **injure** ['ɪndʒə] | (sich) verletzen | **injured** = verletzt, verwundet *verb:* (to) **injure** – *noun:* **injury** ['ɪndʒəri] (Verletzung) |
| | **helmet** ['helmɪt] | Helm | **helmets** |

| | | | |
|---|---|---|---|
| | **barrel** ['bærəl] | Fass | |
| | **race** [reɪs] | (Wett-)Rennen | *noun:* **race** – *(person)* **racer** (Rennreiter/in; Rennfahrer/in; Wettläufer/in) – *verb:* (to) **race** (um die Wette laufen/reiten, Rennen fahren) |
| p. 87 | **saddle** ['sædl] | Sattel | *noun:* **saddle** – *verb:* (to) **saddle** (satteln) |
| | (to) **be able to do** sth. ['eɪbl] | etwas tun können, in der Lage sein etwas zu tun | We **weren't able to** get tickets. = We **couldn't** get tickets. *adjective:* (to) be **able** – *noun:* **ability** [ə'bɪlətɪ] (Fähigkeit) |
| | **permission** [pə'mɪʃn] | Erlaubnis | I was **given permission** to go. = I was allowed to go. |

## Study skills

| | | | |
|---|---|---|---|
| p. 88 | **possible** ['pɒsəbl] | möglich | That's not **possible**. = That can't be done. We'll have to solve this problem as soon as **possible**. (so bald wie möglich) |
| | **cruelty** ['kruːəltɪ] | Grausamkeit | *noun:* **cruelty** – *adjective:* **cruel** [kruːəl] (grausam) |
| | **strap** [stræp] | Gurt, Riemen | That saddle **strap** isn't tight enough. You could fall off your horse! |
| | (to) **buck** [bʌk] | bocken, buckeln *(Pferd)* | When a horse **bucks**, it jumps around with the two back feet or all four feet off the ground. |
| | (to) **publish** ['pʌblɪʃ] | veröffentlichen, herausbringen | This magazine often **publishes** interesting articles. |
| | **Dear Sir or Madam** [sɜː], ['mædəm] | Sehr geehrte Damen und Herren | |
| | **finally** ['faɪnəlɪ] | schließlich, endlich | It was a long journey. We **finally** got home at 10.30. |
| | **Yours sincerely** [sɪn'sɪəlɪ] **Yours faithfully** ['feɪθfəlɪ] | Mit freundlichen Grüßen *(Briefschluss)* ⚠ | When you write to a person **whose name you know**: **Yours sincerely** *(BE)* / **Sincerely** *(AE)* When you **don't know the person's name**: **Yours faithfully** *(BE)* / **Sincerely** or **Sincerely yours** or **Yours truly** ['truːlɪ] *(AE)* |

**Beginning and ending letters**

| Writing ... | You start with ... | You end with ... |
|---|---|---|
| • to good friends and family | **Dear Jeremy / Dear Grandma** | **Love / Lots of love** + your first name |
| • to other friends | **Dear Jake / Dear Emily** | **Best wishes / All the best** + your first name |
| • letters and emails (you know the person's name) | **Dear Ms Bell / Dear Mr Green / Dear Dr Cox** | **Yours sincerely** *(BE)* / **Sincerely** *(AE)* + both your names |
| • letters and emails (you don't know the person's name) | **Dear Sir or Madam** | **Yours faithfully** *(BE)* / **Sincerely** or **Sincerely yours** or **Yours truly** *(AE)* + both your names |

## Skills training

| | | | |
|---|---|---|---|
| p. 89 | **bar chart** ['bɑː tʃɑːt] | Balkendiagramm, Säulendiagramm | |
| | **infographic** [ɪnfə'græfɪk] | Infografik | |
| | **line chart** ['laɪn tʃɑːt] | Liniendiagramm | |

| | | |
|---|---|---|
| **development** [dɪ'veləpmənt] | Entwicklung; Erschließung *(z. B. Gelände, Bodenschätze)* | *noun:* **development** – *verb:* (to) **develop** ((sich) entwickeln; erschließen) |
| five **in** 100 | fünf von 100 | Is it true that **one in three** kids can't swim? Auf **One in xxx children/teens/cars/...** kann ein Verb im Plural oder im Singular folgen: **One in three** kids **have** never swum ... *oder* **One in three** kids **has** never swum ... |

## Text 2

p. 90

| | | |
|---|---|---|
| **alive** [ə'laɪv] | lebendig, am Leben | ►► **living, not dead** |
| **cabin** ['kæbɪn] | Hütte; Kabine | |
| (to) **set off** [set 'ɒf] | aufbrechen *(sich auf den Weg machen)* | ►► (to) **leave**, (to) **begin a drive/walk/journey** |
| **either ... or ...** ['aɪðə] | entweder ... oder ... | **either ... or** ◄► **neither ...** ['naɪðə] **nor ...** [nɔː] (weder ... noch ...) Dr Cox could see you **either** at 10.30 or at 4 pm. I'm vegetarian. I eat **neither** meat **nor** fish. |
| **jar** [dʒɑː] | Glasgefäß | **jars** of mustard |
| **hatchet** ['hætʃɪt] | Beil | |
| (to) **stare (at)** [steə] | (an)starren | Emma **stared at** the boy for a long time. *verb:* (to) **stare (at)** – *noun:* **stare** *((das)* Starren, starrer Blick) |

**verbs + preposition**

| | | | |
|---|---|---|---|
| (to) **apply to** sb. **for** sth. | **sich bei** jm. **um** etwas **bewerben** | (to) **point at/to** | **zeigen auf** |
| (to) **belong to** sb./sth. | **jm. / zu** etwas **gehören** | (to) **refer to** | **sich beziehen auf** |
| (to) **connect to/with** | (sich) **verbinden mit** | (to) **search for** | **suchen nach** |
| (to) **discriminate against** sb. | **jn. diskriminieren** | (to) **stare at** sb. | **jn. anstarren** |
| (to) **graduate from** | **den Abschluss machen an** *((Hoch-)Schule)* | (to) **take part in** | **teilnehmen an** |
| (to) **increase by** | steigen, zunehmen **um** | (to) **yearn for** | **sich sehnen nach** |

| | | |
|---|---|---|
| **shore** [ʃɔː] | Ufer; Küste | |
| (to) **whistle** ['wɪsl] | pfeifen | *verb:* (to) **whistle** – *noun:* **whistle** (Pfiff; (Triller-) Pfeife) |
| **edge** [edʒ] | Rand, Kante | Don't stand near the **edge** of the rock! |
| (to) **trip** [trɪp] | stolpern | (to) **trip** sb. **up** = jn. stolpern lassen; jm. ein Bein stellen |
| **branch** [brɑːntʃ] | Ast, Zweig, (Neben-)Arm | The **branches** are the parts of a tree where the leaves and fruit grow. |
| (to) **reach** (sb./a place) [riːtʃ] | (jn./einen Ort) erreichen | If we leave now, we'll **reach** London before dinner. (to) **reach for** sth. = nach etwas greifen (to) **reach out (your hand)** = die Hand ausstrecken |

| | | | |
|---|---|---|---|
| | (to) **slip** [slɪp] | (aus)rutschen | I **slipped** on the wet grass and fell down. |
| | **apart** [ə'pɑːt] | auseinander, getrennt | **together ◄► apart**<br>(to) **come apart** = auseinandergehen, -fallen |
| | **flesh** [fleʃ] | Fleisch; *(von Menschen auch)* Haut | *German* **Fleisch**:<br>**1. meat** (you eat meat from dead animals)<br>**2. flesh** (people, living animals or fruit have flesh) |
| | (to) **dare** [deə] | wagen, sich trauen | |
| | (to) **turn off** [tɜːn 'ɒf] | abbiegen | Where do we have to **turn off**? Have we missed it? |
| | **tail** [teɪl] | Schwanz | The dog's **tail** was **wagging**. (wedeln)<br>The dog was **wagging** its **tail**. (wedeln mit) |
| | (to) **wag** [wæg] | wedeln (mit) | |
| p. 91 | **thick** [θɪk] | dick; dicht | **thick ◄► thin**<br>This is a **thick** book. It'll take me a long time to read.<br>The trees were growing **thick**.<br>He has **thick** dark hair. |
| | **relief** [rɪ'liːf] | Erleichterung; Linderung | You've passed your driving test? What a **relief**! Now you can use the car, too. |
| | **reluctant** [rɪ'lʌktənt] | zurückhaltend, zögernd; widerwillig | I was a bit **reluctant** to use the machine. I didn't know how it worked. |
| | **except (for)** [ɪk'sept] | außer, bis auf | In my family, everyone is tall **except** me.<br>*preposition:* **except (for)** –<br>*noun:* **exception** [ɪk'sepʃn] (Ausnahme) |
| | **thought** [θɔːt] | Gedanke | *verb:* (to) **think, thought, thought** – *noun:* **thought** |
| | (to) **crush** [krʌʃ] | (zer)quetschen; (aus)pressen | We **crush** apples to make our own apple juice. |
| | **fireplace** ['faɪəpleɪs] | Kamin | |
| | **corn** [kɔːn] | *(BE)* Korn, Getreide; *(AE)* Mais | |
| | **tongue** [tʌŋ] | Zunge; Sprache | Aussprache: **tongue** [tʌŋ]<br>m**other tongue** = Muttersprache |
| | (to) **swallow** ['swɒləʊ] | (ver)schlucken | Does this toy have parts which babies can **swallow**? |
| | **synonym** ['sɪnənɪm] | Synonym *(Wort mit gleicher Bedeutung)* | Betonung auf der 1. Silbe: **syn**onym ['sɪnənɪm] |

## Your task

| | | | |
|---|---|---|---|
| p. 93 | **logging** ['lɒgɪŋ] | Abholzung | Stop the **logging** of the rainforests! We need the trees for the world climate. |
| | (to) **contain** [kən'teɪn] | enthalten | I can't eat chocolate which **contains** nuts. I'm allergic to nuts. |

Im **Dictionary** kannst du nachschlagen, wenn du wissen möchtest, was ein englisches Wort bedeutet, wie man es ausspricht oder wie es geschrieben wird.

Im **Dictionary** werden folgende **Abkürzungen** und **Symbole** verwendet:
*pl = plural* (Mehrzahl) • *AE = American English* • *BE = British English* • *infml = informal* (umgangssprachlich)
*sb. = somebody* • *sth. = something* • *jn.* = jemanden • *jm.* = jemandem
° Mit diesem Kringel sind Wörter markiert, die nicht zum Lernwortschatz gehören.

Die **Fundstellenangaben** zeigen, wo ein Wort zum ersten Mal vorkommt.
Die Ziffern in Klammern bezeichnen Seitenzahlen:
5 = *Go Ahead 5* • 6 = *Go Ahead 6* • 7 = *Go Ahead 7* • 8: 1 (15) = *Go Ahead 8*, Unit 1, Seite 15

**Tipps zur Arbeit mit einem (Online-)Wörterbuch** findest du im Skills file 14 auf Seite 168.

## A

**a** [ə] ein, eine 5 **My dad is a teacher.** Mein Papa ist Lehrer (von Beruf). 5 **three times a week** dreimal pro Woche 6
**ability** [ə'bɪlətɪ] Fähigkeit 8: 5 (87)
**able** ['eɪbl]: **be able to do sth.** etwas tun können, in der Lage sein etwas zu tun 8: 5 (87)
**about** [ə'baʊt]:
**1.** ungefähr 7
**2.** über 5
**about the story** über die Geschichte 5 **ask about sth.** wegen etwas (an)fragen 5 **It isn't only about playing games.** Es geht nicht nur darum, Spiele zu spielen. 5 **the good/bad thing about bikes** das Gute/Schlechte an Fahrrädern 5 **What about you?** Und du? / Was ist mit dir? 5
**above** [ə'bʌv] über, oberhalb (von); oben 8: 2 (28)
°**abstract** ['æbstrækt] abstrakt
°**accent** ['æksent] Akzent
°**accept** [ək'sept] akzeptieren, annehmen
**access** ['ækses]:
**1. access sth.** auf etwas zugreifen; Zugang haben zu etwas 8: 4 (70)
**2. access (to)** Zugang (zu), Zugriff (auf) 8: 4 (70)
**accessible (to)** [ək'sesəbl] erreichbar (für), zugänglich (für) 7 **wheelchair accessible** rollstuhlgerecht *(mit dem Rollstuhl zu erreichen)* 7
**accident** ['æksɪdənt] Unfall 5
**according to** [ə'kɔ:dɪŋ tə] laut, zufolge 7
**accountant** [ə'kaʊntənt] Buchhalter/in 7
**ache** [eɪk] Schmerz(en) 6
**achieve** [ə'tʃi:v] erreichen, erzielen, schaffen 8: 1 (10/11)
**achievement** [ə'tʃi:vmənt] Errungenschaft, Leistung 8: 1 (10/11)
**across** [ə'krɒs] über *(quer über)* 6
**act** [ækt]:
**1.** aufführen, spielen 5
**2.** Theater spielen, schauspielern 8: 1 (22)
**3.** handeln, sich verhalten; so tun, als ob 8: 1 (22)
**action** ['ækʃn] Aktion, Handlung; Action *(spannende Filmhandlung)* 7
**activist** ['æktɪvɪst] Aktivist/in 8: 4 (60/61)
**activity** [æk'tɪvətɪ] Aktivität, Tätigkeit 5 **after-school activities** AGs *(freiwillige Veranstaltungen in der Schule nach Unterrichtsschluss)* 6
**actor** ['æktə] Schauspieler/in 6
**actually** ['æktʃuəlɪ] eigentlich; tatsächlich 7
**AD** [eɪ 'di:]: **400 AD** 400 n. Chr. 7
**ad** [æd] *(infml) siehe* **advertisement**
**add** [æd] hinzufügen, addieren 7
**addict** ['ædɪkt] Abhängige/r, Süchtige/r 8: 1 (16)
**addicted (to)** [ə'dɪktɪd] süchtig (nach), abhängig (von) 8: 1 (16)
**addition** [ə'dɪʃn]: **in addition** außerdem 8: 3 (46/47) **in addition to ...** zusätzlich (zu) ... 8: 3 (46/47)
**address** [ə'dres] Adresse 7
**adobe** [ə'dəʊbɪ] Lehmziegel 8: 2 (26/27)
**adult** ['ædʌlt] Erwachsene/r 5
**advantage** [əd'vɑ:ntɪdʒ] Vorteil 7
**adventure** [əd'ventʃə] Abenteuer 8: 5 (82)
**advert** ['ædvɜ:t] *(infml) siehe* **advertisement**
**advertise (sth.)** ['ædvətaɪz] Werbung machen (für etwas) 7
**advertisement** [əd'vɜ:tɪsmənt] *infml auch:* **ad, advert** Anzeige, Inserat; Werbespot 8: 1 (15)
**advertising** ['ædvətaɪzɪŋ] Werbung, Reklame 7
**advice** [əd'vaɪs] *(no pl)* Rat, Ratschlag, Ratschläge 7
**afford sth./to do sth.** [ə'fɔ:d] sich etwas leisten können / sich leisten können, etwas zu tun 6
**afraid** [ə'freɪd]: **be afraid (of)** Angst haben (vor), sich fürchten (vor) 8: 4 (60/61) **I'm afraid** leider, ich fürchte 8: 4 (60/61)
**African American** [æfrɪkən ə'merɪkən] Afroamerikaner/in; afroamerikanisch 8: 1 (10/11)
**after** [ɑ:ftə] nach *(zeitlich)* 5
**after-school activities** [ɑ:ftə sku:l æk'tɪvətiz] AGs *(freiwillige Veranstaltungen in der Schule nach Unterrichtsschluss)* 6
**afternoon** [ɑ:ftə'nu:n] Nachmittag 5
**again** [ə'gen] wieder, noch einmal 5
**against** [ə'genst] gegen 6
**age** [eɪdʒ] Alter 5 **at any age** in jedem Alter 7 **at the age of 12** im Alter von 12 (Jahren) 5
**ago** [ə'gəʊ]: **many years ago** vor vielen Jahren 6
**agree** [ə'gri:]: **agree (with sb./sth.)** jm. zustimmen; mit etwas einverstanden sein 6 °**agree on** sich einigen auf
**ahead** [ə'hed]: **Go ahead.** Nur zu! / Dann mal los! 5
**aim** [eɪm]:
**1.** Ziel 7
**2. aim at sth.** zielen auf etwas 7
°**ain't** [eɪnt] *(infml)* ist nicht / sind nicht *(= isn't / aren't)*
**air** [eə] Luft 5
**airport** ['eəpɔ:t] Flughafen 6
**aka (= also known as)** [eɪ keɪ 'eɪ] alias, auch bekannt als 7
**alcohol** ['ælkəhɒl] Alkohol 8: 2 (30)

**alert** [ə'lɜːt]:
**1.** Warnung, Alarm 8: 5 (80)
**2. alert (to sth.)** aufmerksam; sich einer Sache bewusst 8: 5 (80)
**3. alert sb. (to sth.)** jn. alarmieren, jn. (vor etwas) warnen 8: 5 (80)
**alive** [ə'laɪv] lebendig, am Leben 8: 5 (90)
**all** [ɔːl] alle(s) 5 **all over the world** überall auf der Welt, auf der ganzen Welt 7 **all year** das ganze Jahr (über) 5 **(not) at all** überhaupt (nicht) 6
**all-in-one** [ɔːl ɪn 'wʌn] Komplett-, alles in einem 8: 3 (50)
**all right** [ɔːl 'raɪt] in Ordnung, OK 8: 1 (22)
**allergic (to)** [ə'lɜːdʒɪk] allergisch (gegen) 8: 4 (71)
**allergy (to)** ['ælədʒi] Allergie (gegen) 8: 4 (71)
**alliance** [ə'laɪəns] Bündnis, Allianz 8: 2 (38)
**allowed** [ə'laʊd] erlaubt 7 **be allowed to do sth.** etwas tun dürfen 7
**alone** [ə'ləʊn] allein 6
**along the path** [ə'lɒŋ] den Weg entlang 6
**alphabet** ['ælfəbet] Alphabet 5
**already** [ɔːl'redi] schon 6
**also** ['ɔːlsəʊ] auch 5
**although** [ɔːl'ðəʊ] obwohl 7
**always** ['ɔːlweɪz] immer 5
**am** [æm]: **I'm (= I am)** ich bin 5
**am** [eɪ'em]: **9 am** 9 Uhr morgens/vormittags 6
**amazed** [ə'meɪzd]: **be amazed at/by sth.** über etwas staunen, erstaunt sein 8: 4 (73)
**amazing** [ə'meɪzɪŋ] erstaunlich; großartig 6
**an** [ən] ein, eine 5
**ancestor** ['ænsestə] Vorfahr/in 8: 1 (10/11)
**ancient** ['eɪnʃənt] (ur)alt, historisch 7
**and** [ænd], [ənd] und 5 **go on and on** immer weiter gehen 8: 4 (62) **more and more** immer mehr 8: 4 (62)
**Angles** ['æŋglz] Angeln *(germanisches Volk)* 7
**angry** ['æŋgri] wütend 5
**animal** ['ænɪml] Tier 5
**°animal shelter** ['ænɪml ʃeltə] Tierheim
**announcement** [ə'naʊnsmənt] Durchsage, Ansage; Bekanntgabe, Ankündigung 8: 3 (51)
**annoy sb.** [ə'nɔɪ] jn. ärgern 7
**annoyed** [ə'nɔɪd] verärgert, ärgerlich 7
**annoying** [ə'nɔɪɪŋ] ärgerlich *(unangenehm)* 7
**another** [ə'nʌðə] ein/e andere/r/s; noch ein/e 6
**answer** ['ɑːnsə]:
**1. answer (to)** Antwort (auf) 5
**2.** (be)antworten 5
**answer the door** aufmachen, zur/an die Tür gehen 7 **answer the phone** ans Telefon gehen 7
**antibiotic** [æntibaɪ'ɒtɪk] Antibiotikum 8: 4 (71)
**any** ['eni]: **Are there any ...?** Gibt es (irgendwelche) ...? 5 **at any age** in jedem Alter 7 **not (...) any more** nicht mehr 7 **there aren't any ...** es gibt keine ... 5
**anybody** ['enibɒdi] irgendjemand; jede/r (beliebige) 6 **not (...) anybody** niemand 6
**anyone** ['eniwʌn] irgendjemand; jede/r (beliebige) 6 **not (...) anyone** niemand 6
**anything** ['eniθɪŋ] *(in Fragen)* irgendetwas 6 **anything else** sonst noch etwas 6 **not (...) anything** nichts 6
**anyway** ['eniweɪ] sowieso; jedenfalls, wie dem auch sei 8: 4 (68)
**anywhere** [eniweə] irgendwo(hin); überall 6 **anywhere else** irgendwo anders, sonst irgendwo 6 **not (...) anywhere** nirgends 6
**apart** [ə'pɑːt] auseinander, getrennt 8: 5 (90) **come apart** auseinandergehen, auseinanderfallen 8: 5 (90)
**apartment** [ə'pɑːtmənt] *(AE)* Wohnung 5
**appear** [ə'pɪə] auftauchen, erscheinen 7 **appear to be/do** zu sein/zu tun scheinen 7
**°appearance** [ə'pɪərəns] Erscheinung(sbild), Aussehen
**apple** ['æpl] Apfel 5
**appliance** [ə'plaɪəns] (Haushalts-)Gerät 8: 3 (46/47)
**applicant** ['æplɪkənt] Antragsteller/in, Bewerber/in 8: 1 (16)
**application** [æplɪ'keɪʃn]:
**1.** Antrag; Bewerbung 7
**2.** Anwendung, Programm 8: 1 (15)
**application form** [æplɪ'keɪʃn fɔːm] Bewerbungsformular, Antragsformular 7
**apply (to sb. for sth.)** [ə'plaɪ] sich (bei jm. um etwas) bewerben 8: 1 (16)
**appointment** [ə'pɔɪntmənt] Termin *(Verabredung)* 8: 4 (71) **by appointment only** nur mit Termin 8: 4 (71) **make an appointment** einen Termin vereinbaren 8: 4 (71)
**appreciate** [ə'priːʃieɪt] schätzen, zu schätzen wissen 8: 1 (23)
**April** ['eɪprəl] April 5
**aquarium** [ə'kweəriəm] Aquarium 5
**Arabic** ['ærəbɪk] arabisch; Arabisch 6
**Arctic** ['ɑːktɪk] die Arktis; arktisch, Polar- 8: 5 (78/79)
**are** [ɑː] bist, sind, seid 5 **The shirts are £6.** Die Hemden kosten 6 Pfund. 5 **they are** sie sind 5
**area** ['eəriə] Gegend, Bereich 5
**argument** ['ɑːgjumənt]:
**1.** Argument 7
**2.** Streit 7
**get into an argument with sb.** in Streit geraten mit jm. 7
**arm** [ɑːm] Arm 6
**armed** [ɑːmd] bewaffnet 8: 4 (62)
**army** ['ɑːmi] Armee 7
**around** [ə'raʊnd]: **around ...** um (... herum) 5 **go around and around** sich (immer wieder) drehen 6 **turn around** (sich) umdrehen 5 **walk around** umhergehen 6
**arrest** [ə'rest]:
**1.** Festnahme 8: 4 (72)
**2. arrest sb.** jn. festnehmen, verhaften 8: 4 (72)
**arrival** [ə'raɪvl] Ankunft 6
**arrive** [ə'raɪv] ankommen 7
**art** [ɑːt] Kunst 5
**article** ['ɑːtɪkl] Artikel 7
**artist** ['ɑːtɪst] Künstler/in 6
**as** [æz], [əz] wie; als, während 7 **as a singer** als Sänger/in 6 **as good as** genauso gut wie 6 **not as good as** nicht so gut wie 6
**ask** [ɑːsk] fragen 5 **ask for sth.** um etwas bitten, nach etwas fragen 7 **ask sb. to do sth.** jn. bitten, etwas zu tun 5
**asleep** [ə'sliːp]: **be asleep** schlafen 8: 2 (32) **fall asleep** einschlafen 8: 2 (32)
**aspect** ['æspekt] Aspekt 8: 2 (26/27)
**assembly** [ə'sembli] Schulversammlung 5
**assembly line** [ə'sembli laɪn] Montageband, Fließband 8: 3 (44/45) **on the assembly line** am Fließband 8: 3 (44/45)

**assistant** [ə'sɪstənt]: **(= shop assistant)** Verkäufer/in 5
**°asterisk** ['æstərɪsk] Sternchen (*)
**at** [æt], [ət] an; in; bei; auf 5 **at 7 o'clock** um 7 Uhr 5 **at any age** in jedem Alter 7 **at Ben's house** bei Ben zu Hause, bei Ben daheim 5 **at home** zu Hause, daheim 5 **at least** wenigstens, zumindest 8: 3 (51) **at night** nachts, in der Nacht 5 **at school** in der Schule 5 **at the cinema** im Kino 5 **at work** bei der Arbeit, am Arbeitsplatz 5 **be good at sth.** etwas gut können; gut in etwas sein 5
**ate** [eɪt], [et] *siehe* **eat**
**Atlantic Ocean** [ətlæntɪk 'əʊʃn] atlantischer Ozean, Atlantik 6
**attack** [ə'tæk]:
**1.** angreifen 7
**2.** Angriff 7
**attacker** [ə'tækə] Angreifer/in 8: 5 (92)
**attention** [ə'tenʃn] Aufmerksamkeit 7 **pay attention (to)** achten (auf), aufpassen (auf) 7
**attitude (to/towards)** ['ætɪtju:d] Einstellung, (Geistes-)Haltung (zu/gegenüber) 8: 5 (81)
**August** ['ɔ:gəst] August 5
**aunt** [ɑ:nt] Tante 5
**author** ['ɔ:θə] Autor/in 8: 2 (36)
**automatic** [ɔ:tə'mætɪk] automatisch 8: 2 (37)
**automatically** [ɔ:tə'mætɪkli] automatisch *(Adv.)* 8: 2 (37)
**autumn** ['ɔ:təm] Herbst 8: 5 (81)
**avenue** ['ævənju:] Allee 8: 1 (19)
**awake** [ə'weɪk] wach 8: 2 (29) **shake sb. awake** jn. wachrütteln 8: 2 (29)
**award** [ə'wɔ:d]:
**1.** Preis *(Auszeichnung)* 7
**2.** *(Preis)* verleihen 8: 4 (65)
**award-winner** [ə'wɔ:d wɪnə] Preisträger/in 7
**award-winning** [ə'wɔ:d wɪnɪŋ] preisgekrönt 7
**aware** [ə'weə]: **be aware of sth.** etwas wissen, sich einer Sache bewusst sein 8: 4 (63)
**awareness** [ə'weənəs] Bewusstsein, Aufmerksamkeit 8: 4 (63) **raise awareness of sth.** die Aufmerksamkeit für etwas erhöhen, das Bewusstsein für etwas schaffen 8: 4 (63)
**away** [ə'weɪ] weg, fort 5
**awesome** ['ɔ:səm] *(AE, infml)* klasse, stark, großartig 6
**axe** [æks] Axt, Beil 7

## B

**back** [bæk]:
**1.** zurück 5
**2.** Rücken; Rückseite, hinterer Teil 5
**at the back** hinten 5
**background** ['bækgraʊnd] Hintergrund 7
**backpack** ['bækpæk] Rucksack 6
**bacon** ['beɪkən] Speck 5
**bad** [bæd] schlecht; schlimm 5
**badge** [bædʒ] Dienstmarke *(Polizei)*; Anstecknadel, Button 8: 4 (72)
**bag** [bæg] Tasche 5
**baggage** ['bægɪdʒ] *(AE)* Gepäck 6
**baggy** ['bægi] weit (geschnitten), sackig *(Kleidung)* 6
**bagpipes** *(pl)* ['bægpaɪps] Dudelsack 6
**bake** [beɪk] backen 7
**baking sheet** ['beɪkɪŋ ʃi:t] Backblech 7
**baking soda** ['beɪkɪŋ səʊdə] Back-Natron, Backsoda 7
**balcony** ['bælkəni] Balkon 5
**bald** [bɔ:ld] kahl, glatzköpfig 6
**ball** [bɔ:l] Ball 5
**balloon** [bə'lu:n] Ballon 5
**ban** [bæn]:
**1.** verbieten 7
**be banned** verboten sein/werden 7
**2. ban (on)** Verbot (von) 7
**banana** [bə'nɑ:nə] Banane 5
**bank** [bæŋk] Bank *(Geldinstitut)* 7
**bar chart** ['bɑ: tʃɑ:t] Balkendiagramm, Säulendiagramm 8: 5 (89)
**barbecue** ['bɑ:bɪkju:] Grillfest, Grillen 5
**bark (at sb.)** [bɑ:k] (jn. an)bellen 6
**barrel** ['bærəl] Fass 8: 5 (86)
**basketball** ['bɑ:skɪtbɔ:l] Basketball 5
**bat** [bæt] Fledermaus 6
**bath** [bɑ:θ] Bad; Badewanne 7 **have/take a bath** baden, ein Bad nehmen *(in der Badewanne)* 7
**bathroom** ['bɑ:θru:m]:
**1.** Bad(ezimmer) 5
**2.** *(AE)* Toilette *(in Privathäusern)* 8: 1 (23)
**battery** ['bætri] Batterie; Akku 8: 3 (46/47)
**Bavaria** [bə'veərɪə] Bayern 6
**bay** [beɪ] Bucht 8: 5 (80)
**BC** [bi: 'si:]: **750 BC** 750 v. Chr. 7
**be** [bi:], **was/were, been** sein 5
**beach** [bi:tʃ] Strand 5 **on the beach** am Strand 5
**bead** [bi:d] Perle *(aus Holz, Glas etc.)* 8: 2 (26/27)
**bear** [beə] Bär 6
**beard** [bɪəd] Bart 7
**beat** [bi:t], **beat, beaten** schlagen, besiegen 6
**beaten** ['bi:tn] *siehe* **beat**
**beautiful** ['bju:tɪfl] wunderschön 6
**beaver** ['bi:və] Biber 8: 5 (78/79)
**became** [bɪ'keɪm] *siehe* **become**
**because** [bɪ'kɒz] weil 5
**because of** [bɪ'kɒz əv] wegen 7
**become** [bɪ'kʌm], **became, become** werden 5
**bed** [bed] Bett 5 **go to bed** ins Bett gehen 5
**bedroom** ['bedru:m] Schlafzimmer 5
**bedtime** ['bedtaɪm] Schlafenszeit 7
**bee** [bi:] Biene 8: 4 (72)
**beef** [bi:f] Rindfleisch 6
**been** [bi:n] *siehe* **be**
**beer** [bɪə] Bier 7
**beetroot** ['bi:tru:t] Rote Beete 6
**before** [bɪ'fɔ:]:
**1.** bevor; vor *(zeitlich)* 5
**2.** zuvor; vorher 6
**began** [bɪ'gæn] *siehe* **begin**
**begin** [bɪ'gɪn], **began, begun** anfangen, beginnen 8: 2 (28)
**beginning** [bɪ'gɪnɪŋ] Anfang 7
**begun** [bɪ'gʌn] *siehe* **begin**
**behave** [bɪ'heɪv] sich benehmen; sich verhalten 7
**°behavior** [bɪ'heɪvjə] *(AE)* Verhalten; Benehmen
**behaviour** [bɪ'heɪvjə] Verhalten; Benehmen 8: 3 (56)
**behind** [bɪ'haɪnd] hinter 5
**believe (in)** [bɪ'li:v] glauben (an) 6
**bell** [bel] Glocke 6
**belong** [bɪ'lɒŋ] (hin)gehören 7 **belong to sb./sth.** jm./zu etwas gehören 8: 1 (16)
**below** [bɪ'ləʊ] unter(halb von); unten 7
**best** [best] beste(r, s); am besten 5 **Best wishes** Viele Grüße *(Briefschluss)* 5 **All the best** Mit besten Grüßen, Alles Gute *(Briefschluss)* 8: 5 (88) **like sth. best** etwas am liebsten mögen 5
**better** ['betə] besser 6 **do better** besser abschneiden 7 **like sth. better** etwas lieber mögen 7

**between** [bɪ'twiːn] zwischen 5
**big** [bɪg]:
**1.** groß 5
**2.** schwer, dick *(Person)* 6
**big wheel** [bɪg 'wiːl] Riesenrad 6
**bike** [baɪk] Fahrrad 5
**biking** ['baɪkɪŋ] *(das)* Radfahren 7
**bilingual** [baɪ'lɪŋgwəl] zweisprachig 8: 5 (78/79)
**bilingualism** [baɪ'lɪŋgwəlɪzm] Zweisprachigkeit 8: 5 (78/79)
**bill** [bɪl] Rechnung 8: 1 (17)
**billion** ['bɪliən] Milliarde 7
**bin** [bɪn] (Müll-)Eimer 5
**bird** [bɜːd] Vogel 5
**birth** [bɜːθ] Geburt 7 **date of birth** Geburtsdatum 7
**birth certificate** ['bɜːθ sətɪfɪkət] Geburtsurkunde 8: 4 (64)
**birthday** ['bɜːθdeɪ] Geburtstag 5 **Happy birthday.** Herzlichen Glückwunsch zum Geburtstag. 5
**biscuit** ['bɪskɪt] Keks, Plätzchen 5
**bisexual** [baɪ'sekʃuəl]:
**1.** bisexuell 8: 2 (38)
**2.** Bisexuelle(r) 8: 2 (38)
**bit** [bɪt] Teil, Stück(chen) 7 **a bit** ein bisschen 7
**black** [blæk] schwarz 5
**blanket** ['blæŋkɪt] Decke *(zum Zudecken u. Ä.)* 8: 2 (28)
**blazer** ['bleɪzə] Blazer *(Jackett, oft Teil der Schuluniform)* 5
**bled** [bled] *siehe* **bleed**
**bleed** [bliːd], **bled, bled** bluten 8: 2 (28)
**°blend** [blend] (ver)mischen
**blew** [bluː] *siehe* **blow**
**blink (your eyes)** [blɪŋk] blinzeln, (mit den Augen) zwinkern 8: 4 (73)
**block** [blɒk] Block; Klotz 7
**blood** [blʌd] Blut 8: 2 (28)
**blood pressure** ['blʌd preʃə] Blutdruck 8: 4 (71) **take sb.'s blood pressure** bei jm. Blutdruck messen 8: 4 (71)
**bloodline** ['blʌdlaɪn] Stammbaum 8: 2 (32)
**blow** [bləʊ], **blew, blown** blasen; wehen 5
**blown** [bləʊn] *siehe* **blow**
**blue** [bluː] blau 5
**board** [bɔːd]:
**1.** Tafel 5
**2.** Brett 6
**board** [bɔːd] an Bord gehen 6
**board game** ['bɔːd geɪm] Brettspiel 7
**boarder** ['bɔːdə] Internatsschüler/in 7
**boarding card** ['bɔːdɪŋ kɑːd] Bordkarte 6
**boarding house** ['bɔːdɪŋ haʊs] Wohngebäude eines Internats 7
**boarding school** ['bɔːdɪŋ skuːl] Internat 7
**boat** [bəʊt] Boot; Schiff 5
**body** ['bɒdi]:
**1.** Körper 6
**2.** *(of a car)* (Auto-)Karosserie 8: 3 (48)
**body language** ['bɒdi læŋgwɪdʒ] Körpersprache 7
**boil** [bɔɪl] kochen *(in Wasser)*; sieden 7
**boiled** [bɔɪld] gekocht 6
**bone** [bəʊn] Knochen 7
**boneless** ['bəʊnləs] knochenlos 7
**book** [bʊk]:
**1.** Buch 5
**2.** buchen; reservieren 8: 1 (17)
**booking** ['bʊkɪŋ] Buchung, Reservierung 8: 1 (17)
**bookmark** ['bʊkmɑːk]:
**1.** Lesezeichen 8: 2 (36)
**2.** markieren; zu den Lesezeichen hinzufügen *(Computer)* 8: 2 (36)
**boom** [buːm] boomen *(Wirtschaft, Geschäft)* 7
**boot** [buːt] Stiefel 6
**bored** [bɔːd] gelangweilt 5 **I'm bored** mir ist langweilig 5
**boring** ['bɔːrɪŋ] langweilig 5
**born** [bɔːn]: **he was born** er wurde geboren 5
**borough** ['bʌrə] *(AE)* (Stadt-)Bezirk 8: 1 (12)
**borrow** ['bɒrəʊ] (aus)leihen, sich borgen 5
**both** [bəʊθ] beide 6
**bottle** ['bɒtl] Flasche 6 **message in a bottle** Flaschenpost 6
**bottom** ['bɒtəm] unteres Ende 6
**bought** [bɔːt] *siehe* **buy**
**bow** [bəʊ] Schleife 7
**bow tie** [bəʊ 'taɪ] Fliege *(Krawatte)* 7
**bowl** [bəʊl] Schüssel, Schale 7
**box** [bɒks] Kasten, Kiste, Kästchen 5
**box** [bɒks] boxen 8: 4 (65)
**boxing** ['bɒksɪŋ] *(das)* Boxen 8: 4 (65)
**boy** [bɔɪ] Junge, Bub 5
**boyfriend** ['bɔɪfrend] (fester) Freund 7
**bracelet** ['breɪslət] Armband 7
**braces** *(pl)* ['breɪsɪz] Zahnspange, Zahnklammer 6
**braid** [breɪd] (geflochtener) Zopf 8: 2 (26/27)
**°brainstorm** ['breɪnstɔːm] Ideen (ungeordnet) sammeln
**branch** [brɑːntʃ] Ast, Zweig, (Neben-)Arm 8: 5 (90)
**brand** [brænd] Marke *(bei Produkten)* 8: 3 (53)
**°brand new** [brænd 'njuː] nagelneu
**brave** [breɪv] mutig 6
**bread** [bred] Brot 5
**break** [breɪk] Pause 5 **take a break** Pause machen, abschalten 7
**break** [breɪk], **broke, broken** (zer)brechen; kaputtgehen; kaputtmachen 5 **break away (from), broke, broken** sich trennen (von), sich abspalten (von) 8: (9) **break down** eine Panne haben, kaputtgehen *(Auto)* 8: 2 (33)
**breakfast** ['brekfəst] Frühstück 5 **have breakfast** frühstücken 5
**breathe (in/out)** [briːð] (ein-/aus-)atmen 7
**bridge** [brɪdʒ] Brücke 6
**bring** [brɪŋ], **brought, brought** bringen, mitbringen 5
**Brit** [brɪt] *(infml)* Brite/Britin 8: 1 (15)
**Britain** ['brɪtn] Großbritannien 5
**British** ['brɪtɪʃ] britisch 5
**Briton** ['brɪtn] Brite/Britin 7
**°broadcasting service** ['brɔːdkɑːstɪŋ sɜːvɪs] Rundfunkdienst
**brochure** ['brəʊʃə] Broschüre, Prospekt 8: 5 (78/79)
**broke** [brəʊk] *siehe* **break**
**broken** ['brəʊkən] *siehe* **break** **be broken** zerbrochen, kaputt, sein 6
**°bronco** *or* **bronc** ['brɒŋkəʊ] wildes (nicht eingerittenes) Pferd
**°bronze** [brɒnz] Bronze; aus Bronze
**brother** ['brʌðə] Bruder 5
**brought** [brɔːt] *siehe* **bring**
**brown** [braʊn] braun 5
**°brownstone** ['braʊnstəʊn] *(für New York typisches)* Haus aus rotbraunem Sandstein
**buck** [bʌk] bocken, buckeln *(Pferd)* 8: 5 (88)
**bucket** ['bʌkɪt] Eimer 7
**buffet** ['bʊfeɪ] Büfett 6
**build** [bɪld], **built, built** bauen 6
**builder** ['bɪldə] Bauarbeiter/in 6
**building** ['bɪldɪŋ] Gebäude 6
**built** [bɪlt] *siehe* **build** **built-in** eingebaut 8: 3 (50)
**bulb** [bʌlb] Glühbirne 8: 1 (23)
**bullet** ['bʊlɪt] (Gewehr-)Kugel 8: 4 (62)
**°bulletproof** [bʊlɪtpruːf] kugelsicher

**bully** ['bʊli]:
**1.** Mobber/in, Tyrann/in 7
**2.** tyrannisieren, mobben 7
**burglar** ['bɜːglə] Einbrecher/in 5
**burn** [bɜːn], **burnt, burnt** brennen, verbrennen 6 **burn sth. down** etwas abbrennen, niederbrennen 8: 3 (53)
**burnt** [bɜːnt] *siehe* **burn**
**bury** ['beri] begraben, beerdigen; vergraben 8: 2 (28)
**bus** [bʌs] Bus 5 **by bus** mit dem Bus 5 **on the bus** im Bus 5
**bus stop** ['bʌs stɒp] Bushaltestelle 6
**business** ['bɪznəs]:
**1.** Sache, Angelegenheit 8: 4 (72)
**2.** Geschäft, Betrieb 6
**start a business** ein Geschäft aufmachen, einen Betrieb gründen/eröffnen 7
**businessman, *pl* businessmen** ['bɪznəsmən] Geschäftsmann 6
**businesswoman, *pl* businesswomen** ['bɪznəswʊmən] Geschäftsfrau 6
**businesswomen** ['bɪznəswɪmɪn] *Plural von* **businesswoman** 6
**busy** ['bɪzi]:
**1.** hektisch, belebt 6
**2.** (viel)beschäftigt 6
**be busy** beschäftigt sein 6
**but** [bʌt], [bət] aber 5
**butter** ['bʌtə] Butter 5
**buttermilk** ['bʌtəmɪlk] Buttermilch 7
**buy** [baɪ], **bought, bought** kaufen 5
**buzz cut** ['bʌz kʌt] Igelfrisur *(extrem kurzer Haarschnitt)* 8: 4 (72)
**by** [baɪ]: **by bus** mit dem Bus 5 **by the sea** am Meer 6 **step by step** Schritt für Schritt 7
**Bye.** [baɪ] Tschüs. 5

## C

**cab** [kæb] *(AE)* Taxi 6
**cabin** ['kæbɪn] Hütte; Kabine 8: 5 (90)
**cafe** ['kæfeɪ] Café 5
**cage** [keɪdʒ] Käfig 5
**cake** [keɪk] Kuchen, Torte 5
**calendar** ['kælɪndə] Kalender 6
**California** [kælə'fɔːniə] Kalifornien 6
**call** [kɔːl]:
**1.** nennen; rufen; anrufen 6
**call sb. names** jn. beschimpfen 7
**be called** heißen 7
**2. (= phone call)** Telefonanruf 7
**caller** ['kɔːlə] Anrufer/in 7
**came** [keɪm] *siehe* **come**
**camera** ['kæmərə] Fotoapparat; Kamera 6
**camerawork** ['kæmrəwɜːk] Kameraführung 8: 2 (33)
**camp** [kæmp] (Zelt-)Lager 6
**campfire** ['kæmpfaɪə] Lagerfeuer 8: 2 (33)
**camping** ['kæmpɪŋ] Camping 5 **go camping** campen/zelten gehen 5
**can** [kæn], [kən] können 5 **I can't (= cannot)** ich kann nicht 5
**candle** ['kændl] Kerze 5
**candy** ['kændi] *(AE)* Süßigkeit(en), Bonbon 6
**canoe** [kə'nuː]:
**1.** Kanu, Paddelboot 8: 5 (82)
**2.** Kanu fahren, paddeln 8: 5 (82)
**canoeing** [kə'nuːɪŋ] Paddeln, Kanusport 8: 5 (82)
**canteen** [kæn'tiːn] Kantine, (Schul-)Mensa 5
**°canyon** ['kænjən] Cañon
**capital (city)** ['kæpɪtl] Hauptstadt 6
**capital (letter)** ['kæpɪtl] Großbuchstabe 7
**capsule** ['kæpsjuːl] Kapsel 7
**captain** ['kæptɪn] Kapitän/in 7
**caption** ['kæpʃn] Bildunterschrift 7
**car** [kɑː]:
**1.** Auto 5
**°2.** *(AE)* Wagen, Waggon *(Eisenbahn)*
**car park** ['kɑː pɑːk] Parkplatz 6
**card** [kɑːd] Karte 5
**care** [keə]: **care about sth.** etwas wichtig nehmen 7 **I care about you.** Du bist mir nicht egal. / Du liegst mir am Herzen. 7 **I don't care.** Es ist mir egal. 7 **Who cares?** Wen interessiert das? / Was soll's? / Na und? 7
**career** [kə'rɪə] Karriere; (schulischer/beruflicher) Werdegang 7
**careful** ['keəfl]:
**1.** vorsichtig 5
**2.** aufmerksam; sorgfältig 7
**Caribbean** [kærɪ'biːən] Karibik; karibisch 7
**carnival** ['kɑːnɪvl] Karneval 6
**carpet** ['kɑːpɪt] Teppich 5
**carrot** ['kærət] Möhre, Karotte 6
**carry** ['kæri] tragen; befördern, transportieren 5
**°cartoon** [kɑː'tuːn] Comic
**castle** ['kɑːsl] Burg 7
**cat** [kæt] Katze 5
**catch** [kætʃ], **caught, caught** (ein-)fangen; erwischen; nehmen *(z. B. Zug, Bus)* 7
**cathedral** [kə'θiːdrəl] Kathedrale, Dom 6
**Catholic** ['kæθlɪk] Katholik/in; katholisch 7
**cattle** *(pl)* ['kætl] Vieh, Rinder 8: 2 (32)
**caught** [kɔːt] *siehe* **catch**
**cause** [kɔːz]:
**1.** Ursache 8: 3 (53)
**2. cause sth.** etwas bewirken, verursachen 8: 3 (53)
**°Caution!** ['kɔːʃn] Vorsicht!, Warnung!
**cave** [keɪv] Höhle 6
**cavern** ['kævən] Höhle 7
**celebrate** ['selɪbreɪt] feiern 5
**celebrity** [sə'lebrətɪ] Prominente/r, Promi 7
**cell (phone)** ['sel fəʊn] *(AE)* Handy 8: 1 (23)
**cellar** ['selə] Keller 6
**cent** [sent] Cent 5
**centre** ['sentə] Zentrum 5
**century** ['sentʃəri] Jahrhundert 7
**CEO (Chief Executive Officer)** [siː iː'əʊ] Geschäftsführer/in 7
**certificate** [sə'tɪfɪkət] Urkunde, Bescheinigung 8: 4 (64) **birth certificate** Geburtsurkunde 8: 4 (64)
**chair** [tʃeə] Stuhl 5
**chairperson, *pl* chairpersons** ['tʃeəpɜːsn] Vorsitzende/r 8: 2 (34)
**challenge** ['tʃælɪndʒ]:
**1.** Herausforderung 8: 2 (30)
**2. challenge sb. (to sth.)** jn. (zu etwas) herausfordern 8: 2 (30)
**challenging** ['tʃælɪndʒɪŋ] anspruchsvoll, (heraus)fordernd 8: 2 (30)
**championship** ['tʃæmpiənʃɪp] Meisterschaft 5
**chance** [tʃɑːns] Chance, Gelegenheit 6
**change** [tʃeɪndʒ]:
**1. change (into)** (sich) (ver)ändern (zu/in); wechseln; (sich) verwandeln (in), werden (zu); sich umziehen 7
**change your mind** seine Meinung ändern 7 **change (trains)** umsteigen 6
**2.** Veränderung; Wechsel; Verwandlung 7
**3.** Wechselgeld 8: 1 (17)
**channel** ['tʃænl] Kanal 7 **the (English) Channel** der Ärmelkanal 7
**chapel** ['tʃæpl] Kapelle *(kleiner kirchlicher Raum)* 7

**character** ['kærəktə] Charakter; Figur *(aus einer Geschichte)* 7
**charge** [tʃɑːdʒ]:
**1. charge (a mobile phone)** (ein Mobiltelefon) aufladen 6
**2. charge sb. (with sth.)** jn. anklagen (wegen etwas) 8: 4 (62)
**3.** Anklage, Beschuldigung 8: 4 (62)
**charity** ['tʃærəti] wohltätige Organisation 6
**chart** [tʃɑːt] Diagramm; Tabelle 6
**chase** [tʃeɪs]:
**1.** verfolgen, jagen 8: 4 (62)
**2.** Verfolgung, Verfolgungsjagd 8: 4 (62)
**chaser** ['tʃeɪsə] Jäger/in, Verfolger/in 8: 4 (70)
**chat** [tʃæt]:
**1. chat (with)** chatten (mit); sich unterhalten (mit) 6
**2.** Unterhaltung, Chat 6
**chat show** ['tʃæt ʃəʊ] Talkshow 6
**cheap** [tʃiːp] billig, preiswert 5
**check** [tʃek]: **check (for)** (über-) prüfen (auf), kontrollieren 5
**check in** einchecken 8: 1 (10/11)
**check out** auschecken 8: 1 (10/11)
**check-in** ['tʃek ɪn] Check-in, *(das)* Einchecken 8: 1 (10/11)
**checklist** ['tʃeklɪst] Checkliste 8: 3 (55)
**checkout** ['tʃekaʊt] Abreise, Auschecken *(z. B. Hotel)* 8: 1 (10/11)
**cheek** [tʃiːk] Wange 8: 1 (22)
**cheer** [tʃɪə] jubeln, *(Sportler/innen)* anfeuern 6
**cheese** [tʃiːz] Käse 5
**cheesecake** ['tʃiːzkeɪk] Käsekuchen 8: 1 (18)
**chemical** ['kemɪkl]:
**1.** Chemikalie 8: 3 (54)
**2.** chemisch 8: 3 (54)
**chess** [tʃes] Schach 5
**chest of drawers,** *pl* **chests of drawers** [tʃest əv 'drɔːz] Kommode 5
**chew** [tʃuː] kauen 7
**chewing gum** ['tʃuːɪŋ gʌm] Kaugummi 7
**chicken** ['tʃɪkɪn] Huhn; (Brat-)Hähnchen 5
**chief** [tʃiːf]:
**1.** Haupt-; leitende/r 8: 2 (41)
**2.** Häuptling 8: 2 (41)
**Chief Executive Officer** [tʃiːf ɪgzekjətɪv 'ɒfɪsə]: *(kurz auch:* CEO*)* Geschäftsführer/in 7
**child,** *pl* **children** [tʃaɪld] Kind 5
**children** ['tʃɪldrən] *Plural von* **child** 5
**chill out** [tʃɪl 'aʊt] *(infml)* sich entspannen, abhängen 7
**chips** *(pl)* [tʃɪps] Pommes frites 5
**chocolate** ['tʃɒklət] Schokolade 5
**hot chocolate** Kakao, heiße (Trink-)Schokolade 5
**choice** [tʃɔɪs] (Aus-)Wahl 7
**choir** ['kwaɪə] Chor 7
**choose** [tʃuːz]**, chose, chosen** (aus) wählen 5 **choose to do sth.** sich entscheiden, beschließen etwas zu tun 7
**chore** [tʃɔː] (Haus-)Arbeit, *(lästige)* Pflicht 7 **do chores** (Haus-)Arbeiten erledigen 7
**°chorus** ['kɔːrəs] Refrain *(Lied)*
**chose** [tʃəʊz] *siehe* **choose**
**chosen** ['tʃəʊzn] *siehe* **choose**
**Christian** ['krɪstʃən]:
**1.** Christ/in 8: 4 (64)
**2.** christlich 8: 4 (64)
**Christmas** ['krɪsməs] Weihnachten 6
**church** [tʃɜːtʃ] Kirche 5
**cinema** ['sɪnəmə] Kino 5 **at the cinema** im Kino 5
**circle** ['sɜːkl] Kreis 6
**citizen** ['sɪtɪzn] (Staats-)Bürger/in 8: 1 (16)
**citizenship** ['sɪtɪzənʃɪp] Staatsbürgerschaft 8: 1 (16)
**city** ['sɪti] (Groß-)Stadt 5
**civil** ['sɪvl] Bürger-, (staats-)bürgerlich 8: 4 (60/61)
**civil rights** *(pl)* [sɪvl 'raɪts] Bürgerrechte 8: 4 (60/61)
**civil war** [sɪvl 'wɔː] Bürgerkrieg 8: 4 (60/61)
**class** [klɑːs] Klasse; Unterricht; Kurs 5
**class teacher** ['klɑːs tiːtʃə] Klassenlehrer/in 5
**classmate** ['klɑːsmeɪt] Mitschüler/in 5
**classroom** ['klɑːsruːm] Klassenraum 5
**claw** [klɔː] Kralle; Klaue 7
**clean** [kliːn]:
**1.** sauber 6
**2.** sauber machen, putzen 6
**cleaner** ['kliːnə] Reinigungskraft 6
**cleaning** ['kliːnɪŋ]: **do the cleaning** putzen 6
**clear** [klɪə]:
**1.** klar, deutlich 6
**2. clear sb. (of sth.)** jn. (von etwas) freisprechen 8: 4 (62)
**clearly** ['klɪəli]: **speak clearly** deutlich sprechen 6
**clever** ['klevə] schlau, klug 6
**click (on)** [klɪk] klicken (auf) 7
**climate** ['klaɪmət] Klima 8: 3 (56)
**climate change** ['klaɪmət tʃeɪndʒ] Klimawandel 8: 3 (56)
**climb** [klaɪm]:
**1.** Aufstieg, Klettertour; Anstieg 8: 3 (57)
**2.** klettern (auf) 8: 3 (57)
**climber** ['klaɪmə] Kletterer/Kletterin 8: 3 (57)
**clock** [klɒk] (Wand-, Stand-, Turm-) Uhr 5
**close** [kləʊz] schließen, zumachen 5
**close-up** ['kləʊs ʌp] Nahaufnahme *(Film)* 8: 2 (32)
**closed** [kləʊzd] geschlossen 5
**closet** ['klɒzɪt] *(AE)* (Wand-)Schrank 8: 1 (17)
**cloth** [klɒθ] Tuch; Stoff 8: 2 (29)
**clothes** *(pl)* [kləʊðz] Kleidung, Kleidungsstücke 5
**°cloud** [klaʊd] Wolke
**club** [klʌb] Klub, Verein 5 **join a club** in einen Klub eintreten 7 **school club** AG 5
**coach** [kəʊtʃ]:
**1.** (Reise-)Bus 5
**2.** Trainer/in 6
**coast** [kəʊst] Küste 6
**code** [kəʊd]:
**1.** kodieren, programmieren *(Computer)* 7
**°2.** Vorwahl(nummer)
**coder** ['kəʊdə] Kodierer/in, Programmierer/in 7
**coffee** ['kɒfi] Kaffee 8: 1 (17)
**coffin** ['kɒfɪn] Sarg 7
**coin** [kɔɪn] Münze 7
**cold** [kəʊld]:
**1.** kalt 5
**be cold** frieren 6
**2.** Kälte 6
**3.** Erkältung 6
**have a cold** erkältet sein 6
**collect** [kə'lekt] sammeln 8: 1 (25)
**collection** [kə'lekʃn] Sammlung 8: 1 (25)
**college** ['kɒlɪdʒ] Hochschule 5
**colon** ['kəʊlən] Doppelpunkt 8: 3 (55)
**°colorful** ['kʌləfl] *(AE)* farbenfroh, bunt
**colour** ['kʌlə] Farbe 5 **What colour is ...?** Welche Farbe hat ...? 5
**colourful** ['kʌləfl] farbig, bunt 8: 3 (52)
**come** [kʌm]**, came, come** (mit) kommen 5 **come apart** auseinandergehen, auseinanderfallen 8: 5 (90)
**comfortable** ['kʌmftəbl] bequem, gemütlich 7
**comma** ['kɒmə] Komma 8: 3 (55)

**comment** ['kɒment]:
**1.** Kommentar 7
**2. comment on sth.** etwas kommentieren 7
**commit (a crime)** [kə'mɪt] (ein Verbrechen) begehen 8: 1 (16)
**community college** [kə'mju:nətɪ kɒlɪdʒ] weiterführende Schule *(BE)* 5
**company** ['kʌmpənɪ] Firma, Gesellschaft 6
**compare (to/with)** [kəm'peə]:
**1.** vergleichen (mit) 7
**2.** vergleichbar sein (mit), sich vergleichen lassen (mit) 8: 2 (36)
**competition** [kɒmpə'tɪʃn] Wettbewerb 5
**complete** [kəm'pli:t]:
**1.** vervollständigen 7
**2.** vollständig, komplett 7
**complex** ['kɒmpleks] komplex, kompliziert 8: 3 (46/47)
**concentrate (on)** ['kɒnsntreɪt] sich konzentrieren (auf) 7
**concentration** [kɒnsn'treɪʃn] Konzentration 7
**concert** ['kɒnsət] Konzert 7
°**concrete** ['kɒŋkri:t] Beton
**condition** [kən'dɪʃn] Bedingung; Zustand 8: 4 (68) **in/under these conditions** bei/unter diesen Bedingungen 8: 4 (68)
**conditions** *(pl)* [kən'dɪʃnz] Bedingungen, Verhältnisse 8: 1 (19)
**confident** ['kɒnfɪdənt] (selbst)sicher; zuversichtlich 7
**confirm** [kən'fɜ:m] bestätigen 8: 5 (82)
**confirmation** [kɒnfə'meɪʃn] Bestätigung 8: 5 (82)
**connect (to/with)** [kə'nekt] (sich) verbinden (mit); verbunden sein (mit) 8: 2 (30)
**connection** [kə'nekʃn] Verbindung 8: 2 (30)
**conquer** ['kɒŋkə] erobern 7
**console** [kən'səʊl]: **games console** Spielekonsole 6
°**construction** [kən'strʌkʃn] Bau(gewerbe)
**contact** ['kɒntækt]:
**1.** Kontakt 6
**2. contact sb.** Kontakt aufnehmen mit jm., sich in Verbindung setzen mit jm. 6
**contain** [kən'teɪn] enthalten 8: 5 (93)
**content** ['kɒntent] Inhalt 8: 3 (55)
**continue** [kən'tɪnju:] fortfahren, weitermachen; (sich) fortsetzen, weitergehen 7
**control** [kən'trəʊl]:
**1.** Kontrolle 8: 2 (34)
**lose control (of)** die Kontrolle verlieren (über) 8: 2 (34)
**2.** kontrollieren, regulieren 8: 2 (34)
**controller** [kən'trəʊlə] Steuerung, Steuereinheit 8: 3 (50)
**conversation** [kɒnvə'seɪʃn] Gespräch 7
**cook** [kʊk]:
**1.** Koch, Köchin 6
**2.** kochen, *(Essen)* zubereiten 6
**cookie** ['kʊkɪ] *(AE)* Keks, Plätzchen 8: 4 (72)
**cool** [ku:l]:
**1.** kühl 6
**2.** (ab)kühlen 7
**cop** [kɒp] *(infml)* Cop *(amerikanische umgangssprachliche Bezeichnung für Polizist/in)* 8: 4 (72)
**copy** ['kɒpɪ]:
**1.** Kopie; Exemplar 7
**2.** kopieren, abschreiben 7
**corn** [kɔ:n] *(BE)* Korn, Getreide; *(AE)* Mais 8: 5 (91)
°**corner** ['kɔ:nə] Ecke
**correct** [kə'rekt]:
**1.** korrekt 8: 1 (15)
**2.** korrigieren, berichtigen 8: 1 (15)
**cosmetics** *(pl)* [kɒz'metɪks] Kosmetikprodukte, Kosmetika 8: 1 (22)
**cost** [kɒst], **cost, cost** kosten 6
**costume** ['kɒstju:m] Kostüm, Verkleidung 6
**cotton** ['kɒtn] Baumwolle 8: 3 (54)
**cough** [kɒf]:
**1.** husten 6
**2.** (der) Husten 6
**could** [kʊd]:
**1. she could** sie konnte 5
**2. I could** ich könnte 5
**count** [kaʊnt]:
**1.** zählen 6
**count on sb.** sich auf jn. verlassen 6
°**2.** (Aus-)Zählung; Anzahl
**counter** ['kaʊntə] (Verkaufs-)Schalter, Ladentheke 8: 1 (23)
**country** ['kʌntrɪ] Land 5
**couple** ['kʌpl] Paar 7 **a couple (of)** ein paar; ein Paar 7
**course** ['kɔ:s]:
**1. main course** Hauptgericht 6
**2. of course** natürlich, selbstverständlich 7
°**3.** Kurs(us)
**court** [kɔ:t] Gericht(shof) 8: 4 (62)
**go to court (over sth.)** vor Gericht ziehen, sich (gerichtlich) streiten (um/wegen etwas) 8: 4 (60/61) **take sb. to court** jn. verklagen 8: 4 (60/61)
**cousin** ['kʌzn] Cousin/e 5
**cover** ['kʌvə] bedecken 6
°**cow** [kaʊ] Kuh
**crab** [kræb] Krebs 5 **hermit crab** Einsiedlerkrebs 5
**crack** [kræk] lösen *(z. B. Problem)*, knacken *(z. B. Code)* 7
**crash** [kræʃ]:
**1.** Zusammenstoß, Unfall; Zusammensturz, Absturz 7
**2.** abstürzen (lassen), zusammenbrechen 7
**crash (into)** krachen; einen Unfall haben, zusammenstoßen (mit) 5
**3. Crash!** Krach! *(z. B. in Comics)* 5
**crawl** [krɔ:l] kriechen; krabbeln 8: 2 (28)
**crazy** ['kreɪzɪ] verrückt 6
**cream** [kri:m] Sahne; Creme 6
**create** [kri'eɪt] (er)schaffen, erstellen 7
**creative** [kri'eɪtɪv] kreativ 7
°**creative commons** [krieɪtɪv 'kɒmənz] „schöpferisches Gemeingut" *(gemeinnützige Organisation, die das einfache Verbreiten von Nutzungsrechten zum Ziel hat)*
**crime** [kraɪm] Verbrechen; Kriminalität 6
**crime film** ['kraɪm fɪlm] Krimi 6
**crisps** *(pl)* [krɪsps] (Kartoffel-)Chips 5
**cross** [krɒs]:
**1.** Kreuz 7
**2.** kreuzen, überqueren 7
**crowd** [kraʊd] (Menschen-)Menge 7
**crowded** ['kraʊdɪd] überfüllt, voll *(von Menschen)* 7
**crowdfunding** ['kraʊdfʌndɪŋ] Crowdfunding *(Schwarmfinanzierung)* 7
°**crown** [kraʊn] Krone
**cruel** [kru:əl] grausam 8: 5 (88)
**cruelty** ['kru:əltɪ] Grausamkeit 8: 5 (88)
**crush** [krʌʃ] (zer)quetschen; (aus)pressen 8: 5 (91)
**cry** [kraɪ]:
**1.** weinen 6
**2.** rufen, schreien 8: 5 (91)
**cultural** ['kʌltʃərəl] kulturell 8: (8)
**culture** ['kʌltʃə] Kultur 7
**cup** [kʌp] Tasse 5 **a cup of ...** eine Tasse ... 5
**cupboard** ['kʌbəd] Schrank *(z. B. Küchenschrank)* 5
**curfew** ['kɜ:fju:] Ausgangssperre; Sperrstunde 8: 1 (14)

**curly** ['kɜːli] lockig 6
**curtain** ['kɜːtn] Vorhang, Gardine 5
**customer** ['kʌstəmə] Kunde, Kundin 7
**cut** [kʌt]**, cut, cut** schneiden; *(Rasen)* mähen 7
**cute** [kjuːt] niedlich, süß 7

## D

**dad** [dæd] Papa, Vati 5
**daily** ['deɪli] täglich 7
**dance** [dɑːns] tanzen 5
**dancer** ['dɑːnsə] Tänzer/in 6
**danger** ['deɪndʒə] Gefahr 6
**dangerous** ['deɪndʒərəs] gefährlich 5
**dare** [deə] wagen, sich trauen 8: 5 (90)
**dark** [dɑːk] dunkel 6
**dashboard** ['dæʃbɔːd] Armaturenbrett 8: 4 (72)
**data** ['deɪtə] Daten 8: 3 (46/47)
**date** [deɪt]**:**
**1.** Datum 5
**2.** Verabredung, Date *(auch die Person, mit der man ausgeht)* 6
**date of birth** [deɪt əv 'bɜːθ] Geburtsdatum 7
**date of death** [deɪt əv 'deθ] Todesdatum 7
**date of issue** [deɪt əv 'ɪʃuː] Ausstellungsdatum, Ausgabedatum *(z. B. Dokument)* 8: 1 (16)
**daughter** ['dɔːtə] Tochter 7
**day** [deɪ] Tag 5 **one day** eines Tages 6
**day out,** *pl* **days out** [deɪ 'aʊt] (Tages-)Ausflug 6
**dead** [ded] tot 5 **play dead** sich tot stellen 8: 3 (57) **The line went dead.** Die (Telefon-)Leitung war tot. 7
**deal** [diːl] Geschäft; Vereinbarung 7
**Dear ...** [dɪə] Liebe/r ... 5 **Dear Sir or Madam** Sehr geehrte Damen und Herren 8: 5 (88)
**death** [deθ] Tod 7 **date of death** Todesdatum 7
**debate** [dɪ'beɪt]**:**
**1.** debattieren 8: 2 (34)
**2.** Debatte 8: 2 (34)
**hold/have a debate** eine Debatte führen 8: 2 (34)
**December** [dɪ'sembə] Dezember 5
**decide to do sth.** [dɪ'saɪd] beschließen, sich entscheiden (etwas zu tun) 6
**decision** [dɪ'sɪʒn] Entscheidung 6
**deck** [dek] Deck 7 **on deck** an Deck 7
**decorate** ['dekəreɪt] dekorieren, schmücken 7
**°dedicate** ['dedɪkeɪt] widmen
**deep** [diːp] tief 7
**deer,** *pl* **deer** [dɪə] Reh; Hirsch 6 **red deer** Rotwild 6
**defence** [dɪ'fens] Verteidigung 7
**°defense** [dɪ'fens] *(AE)* Verteidigung
**definitely** ['defɪnətli] auf jeden Fall; ganz bestimmt 6
**definition** [defɪ'nɪʃn] Definition 8: 1 (10/11)
**degree** [dɪ'griː] Grad 8: (9)
**delayed** [dɪ'leɪd] verspätet 6
**delete** [dɪ'liːt] löschen 7
**deli** ['deli] Feinkostgeschäft 8: 1 (18)
**demonstrate** ['demənstreɪt] demonstrieren, vorführen 8: 1 (22)
**demonstration** [demən'streɪʃn] Vorführung, Demonstration 8: 1 (22)
**dentist** ['dentɪst] Zahnarzt/-ärztin 6
**department store** [dɪ'pɑːtmənt stɔː] Kaufhaus 6
**depress** [dɪ'pres] deprimieren 8: 4 (67)
**depressed** [dɪ'prest] deprimiert 8: 4 (67)
**depressing** [dɪ'presɪŋ] deprimierend 8: 4 (67)
**descendant** [dɪ'sendənt] Nachfahre/-fahrin, Nachkomme 8: 5 (78/79)
**describe (sth. to sb.)** [dɪ'skraɪb] (jm. etwas) beschreiben 5
**description** [dɪ'skrɪpʃn] Beschreibung 7
**desert** ['dezət] Wüste 6
**design** [dɪ'zaɪn] entwerfen, gestalten 7
**desk** [desk] Schreibtisch, Schülertisch 5
**dessert** [dɪ'zɜːt] Nachspeise, Dessert 5
**destroy** [dɪ'strɔɪ] zerstören, vernichten 8: 4 (68)
**detail** ['diːteɪl] Detail, Einzelheit 8: 3 (53) **in detail** im Detail 8: 3 (53)
**detailed** ['diːteɪld] detailliert 8: 3 (53)
**detective** [dɪ'tektɪv] Detektiv/in 6
**detective series,** *pl* **detective series** [dɪ'tektɪv sɪəriːz] Krimiserie 6
**detention** [dɪ'tenʃn] Nachsitzen 7
**develop** [dɪ'veləp]**:**
**1.** entwickeln; sich entwickeln 7
**2.** erschließen *(z. B. Gelände, Bodenschätze)* 8: 5 (89)
**development** [dɪ'veləpmənt] Entwicklung; Erschließung *(z. B. Gelände, Bodenschätze)* 8: 5 (89)
**°device** [dɪ'vaɪs] Gerät, Apparat
**diagram** ['daɪəgræm] Diagramm 8: 5 (78/79)
**dialogue** ['daɪəlɒg] Dialog 7
**diary entry** ['daɪəri entri] Tagebucheintrag 7
**dice,** *pl* **dice** [daɪs] Würfel 7
**dictionary** ['dɪkʃənri] Wörterbuch, *(alphabetisches)* Wörterverzeichnis 5
**did** [dɪd] *siehe* **do I didn't like ... (= did not)** ich mochte ... nicht 5
**die** [daɪ] sterben 5
**diet** ['daɪət]**:**
**1.** Ernährung, Kost 8: 3 (57)
**2.** Diät 8: 3 (57)
**go on a diet** eine Diät machen 8: 3 (57)
**difference** ['dɪfrəns] Unterschied 5
**different** ['dɪfrənt] verschieden; anders 5
**difficult** ['dɪfɪkəlt] schwierig 8: 2 (30)
**dig** [dɪg]**, dug, dug** graben 7
**digital** ['dɪdʒɪtl] digital 7
**dining room** ['daɪnɪŋ ruːm] Esszimmer 5
**dinner** ['dɪnə] Abendessen 5 **for dinner** zum Abendessen 5 **have dinner** (zu) Abend essen 5
**direction** [də'rekʃn] Richtung 6
**directions** *(pl)* [də'rekʃnz] Wegbeschreibung(en) 5 **ask for directions** nach dem Weg fragen 5 **give directions** den Weg beschreiben 5
**director** [də'rektə] Regisseur/in 6
**dirty** ['dɜːti] schmutzig 7
**disability** [dɪsə'bɪlətɪ] Behinderung 8: 3 (46/47)
**disabled** [dɪs'eɪbld] (körper)behindert 8: 3 (46/47)
**disadvantage** [dɪsəd'vɑːntɪdʒ] Nachteil 7 **at a disadvantage** im Nachteil 7
**disagree** [dɪsə'griː] nicht zustimmen, widersprechen 6
**disappear** [dɪsə'pɪə] verschwinden 5
**disappoint sb.** [dɪsə'pɔɪnt] jn. enttäuschen 7
**disappointed (with)** [dɪsə'pɔɪntɪd] enttäuscht (von) 7
**disappointing** [dɪsə'pɔɪntɪŋ] enttäuschend 7
**disaster** [dɪ'zɑːstə] Katastrophe, Unglück 8: 3 (56)
**discover** [dɪ'skʌvə] entdecken 7

**discriminate against sb.** [dɪ'skrɪmɪneɪt] jn. diskriminieren 8: 4 (60/61)
**discrimination (against sb.)** [dɪskrɪmɪ'neɪʃn] Diskriminierung *(eines Menschen)* 8: 4 (60/61)
**discuss sth.** [dɪ'skʌs] über etwas diskutieren; etwas besprechen 7
**disease** [dɪ'ziːz] Krankheit 7
**disgusted (by/that ...)** [dɪs'gʌstɪd] empört (über/dass ...); angewidert (von) 8: 4 (68)
**disgusting** [dɪs'gʌstɪŋ] ekelhaft, widerlich 8: 4 (68)
**dish** [dɪʃ]**:**
**1.** Schüssel, Schale 7
**2.** Gericht *(Mahlzeit)* 6
**side dish** Beilage 6
**dishes** *(pl)* ['dɪʃɪz] Abwasch 6
**dishwasher** ['dɪʃwɒʃə] Geschirrspülmaschine 6 **load the dishwasher** die Spülmaschine einräumen 7
**°dislike** [dɪs'laɪk] nicht mögen
**°disorganized** [dɪs'ɔːgənaɪzd] schlecht organisiert, chaotisch
**distance** ['dɪstəns] Distanz, Entfernung 7 **in the distance** in der Ferne 7
**dive** [daɪv]**:**
**1.** einen Kopfsprung machen, *(ins Wasser)* springen 5
**2.** (ein)tauchen 8: 2 (33)
**°diversity** [daɪ'vɜːsəti] Vielfalt
**divide (up) (into)** [dɪ'vaɪd] auf-/einteilen (in) 7
**divorced** [dɪ'vɔːst] geschieden 5
**do** [duː]**, did, done** machen, tun 5 **do better** besser abschneiden 7 **do sport** Sport treiben 5 **do your homework** Hausaufgaben machen 5 **it doesn't help** es hilft nicht 5
**dock** [dɒk] Hafen, Dock 7
**doctor** ['dɒktə] Arzt, Ärztin 6
**doctor's office** [dɒktəz 'ɒfɪs] *(AE)* Arztpraxis; Behandlungszimmer 8: 4 (71)
**document** ['dɒkjumənt] Dokument; Text(datei) 8: 4 (71)
**documentary** [dɒkju'mentri] Dokumentarfilm 6
**dog** [dɒg] Hund 5
**dogs' home** [dɒgz 'həʊm] Hundeheim 6
**dolphin** ['dɒlfɪn] Delfin 7
**done** [dʌn] *siehe* **do**
**door** [dɔː] Tür 5 **answer the door** aufmachen, zur/an die Tür gehen 7
**°double** ['dʌbl] doppelt, Doppel-
**down** [daʊn] hinunter, herunter 5 **be down (by) ... %** um ... % gesunken sein 7
**download** [daʊn'ləʊd] herunterladen 6
**downstairs** [daʊn'steəz] (nach) unten *(die Treppe hinunter)* 5
**Dr. (= Doctor)** ['dɒktə] Doktor *(akademischer Titel)* 8: 4 (71)
**drama** ['drɑːmə] Schauspiel, darstellende Kunst 5
**drank** [dræŋk] *siehe* **drink**
**draw** [drɔː]**, drew, drawn** zeichnen 8: 3 (59)
**drawing** ['drɔːɪŋ] Zeichnung 5
**drawn** [drɔːn] *siehe* **draw**
**dream** [driːm] Traum 5
**dreamcatcher** ['driːmkætʃə] Traumfänger 8: 2 (41)
**dress** [dres]**:**
**1.** Kleid 5
**2.** Kleidung 8: 2 (26/27)
**dress code** ['dres kəʊd] Kleiderordnung, Dresscode 6
**dressed** [drest]**: get dressed** sich anziehen 5
**drew** [druː] *siehe* **draw**
**drink** [drɪŋk]**:**
**1.** Getränk 5
**2. drink, drank, drunk** trinken 5
**drinking water** ['drɪŋkɪŋ wɔːtə] Trinkwasser 8: 4 (68)
**drive** [draɪv] Zufahrt *(z. B. zu einer Garage)* 5
**drive** [draɪv]**, drove, driven:**
**1.** *(mit dem Auto)* fahren 5
**2.** (an)treiben *(Tiere)* 7
**driven** ['drɪvn] *siehe* **drive**
**driver** ['draɪvə] Fahrer/in 6
**°driver's license** ['draɪvəz laɪsns] *(AE)* Führerschein
**driving licence** ['draɪvɪŋ laɪsns] Führerschein 8: 2 (31)
**drone** [drəʊn] Drohne 8: 3 (46/47)
**drop** [drɒp]**:**
**1.** (sich) fallen lassen 6
**2.** fallen, sinken 7
**3. drop out (of school)** (die Schule) abbrechen 8: 2 (30)
**drought** [draʊt] Dürre 8: 3 (57)
**drove** [drəʊv] *siehe* **drive**
**drug** [drʌg] Droge, Rauschgift 6
**drugstore** ['drʌgstɔː] *(AE)* Drogerie 8: 4 (71)
**drunk** [drʌŋk] *siehe* **drink**
**drunk driving** [drʌŋk 'draɪvɪŋ] Trunkenheit am Steuer 8: 2 (30)
**°dry** [draɪ] trocken
**duck** [dʌk] Ente 7
**dug** [dʌg] *siehe* **dig**
**dummy** ['dʌmi] Schnuller 7
**during** ['djʊərɪŋ] während 8: 1 (18)

## E

**e-friend** ['iːfrend] E-Mail-Freund/in 6
**each** [iːtʃ] jeder/jede/jedes (einzelne) 7
**each other** [iːtʃ 'ʌðə] einander, sich (gegenseitig) 7
**ear** [ɪə] Ohr 6
**earache** ['ɪəreɪk] Ohrenschmerzen 6
**early** ['ɜːli] früh 5 **He's in his early thirties.** Er ist Anfang dreißig. 8: 4 (72)
**earn** [ɜːn] verdienen *(Geld)* 7
**earth** [ɜːθ] Erde 7
**earthquake** ['ɜːθkweɪk] Erdbeben 6
**east** [iːst] Osten; östlich; Ost- 6
**eastbound** ['iːstbaʊnd] in Richtung Osten *(Zug, Bus)* 6
**Easter** ['iːstə] Ostern 6
**eastern** ['iːstən] östlich, Ost- 7
**easy** ['iːzi] einfach, leicht 5
**easy-to-use** [ˌiːzi tu 'juːz] benutzerfreundlich, leicht zu bedienen 8: 3 (50)
**eat** [iːt]**, ate, eaten** essen; fressen 5
**eaten** ['iːtn] *siehe* **eat**
**economic** [iːkə'nɒmɪk] wirtschaftlich, Wirtschafts- 7
**economy** [ɪ'kɒnəmi] (Volks-)Wirtschaft 7
**edge** [edʒ] Rand, Kante 8: 5 (90)
**edit** ['edɪt] bearbeiten, editieren 8: 4 (75)
**education** [edʒu'keɪʃn] Erziehung, (Schul-)Bildung 8: 4 (60/61)
**effect** [ɪ'fekt] (Aus-)Wirkung, Einfluss, Effekt 7
**effective** [ɪ'fektɪv] effektiv, wirksam 7
**e.g.** [iː 'dʒiː] *(aus dem Lateinischen)* z. B. (zum Beispiel) 8: 1 (20)
**egg** [eg] Ei 5
**eight** [eɪt] acht 5
**either ... or ...** ['aɪðə] entweder ... oder ... 8: 5 (90)
**elbow** ['elbəʊ] Ellbogen 7
**°electric** [ɪ'lektrɪk] elektrisch, Elektro-
**electricity** [ɪlek'trɪsəti] Strom, Elektrizität 8: 3 (49)
**elephant** ['elɪfənt] Elefant 7
**elevator** ['elɪveɪtə] *(AE)* Lift *(Aufzug)* 6
**eleven** [ɪ'levən] elf 5
**else** [els]**: anything else** sonst noch etwas 6 **anywhere else** sonst irgendwo 6 **everybody/everyone else** alle anderen; jede/r andere 6

**embarrassed** [ɪm'bærəst] verlegen 6
**emergency** [i'mɜːdʒənsi] Notfall 7
**emigrant** ['emɪgrənt] Auswanderer, Auswanderin 7
**emigrate** ['emɪgreɪt] auswandern, emigrieren 7
**emigration** [emɪ'greɪʃn] Auswanderung 7
**emperor** ['empərə] Kaiser 7
**emphases** ['emfəsiːz] *Plural von* **emphasis** 8: 5 (78/79)
**emphasis** ['emfəsɪs], *pl* **emphases** Betonung, Schwerpunkt, Akzent 8: 5 (78/79)
**emphasize** ['emfəsaɪz] betonen, deutlich machen 7
**empire** ['empaɪə] Imperium, Reich 7
**employ sb.** [ɪm'plɔɪ] jn. anstellen, beschäftigen 8: 2 (30)
**empress** ['emprəs] Kaiserin 7
**empty** ['empti]:
**1.** leer 6
**2.** leeren 6
**end** [end]:
**1.** Ende, Schluss 5
**2.** (be)enden 6
**endless** ['endləs] endlos 6
**enemy** ['enəmi] Feind/in 7
**energy** ['enədʒi] Energie 8: 3 (49)
**engine** ['endʒɪn] Motor, Maschine 8: 2 (36) **search engine** Suchmaschine 8: 2 (36)
**engineer** [endʒɪ'nɪə] Ingenieur/in; Techniker/in 6
**English-speaking** ['ɪŋglɪʃ spiːkɪŋ] englischsprachig 7
**enjoy** [ɪn'dʒɔɪ] genießen 6 **enjoy doing sth.** es genießen, etwas zu tun 6
**enough** [ɪ'nʌf] genug 6
**enter sth. (in(to)/on sth.)** ['entə] etwas (in etwas) eintragen, eingeben 8: 1 (16)
**entertain sb.** [entə'teɪn] jn. unterhalten 7
**entertainment** [entə'teɪnmənt] Unterhaltung 8: 5 (88)
**entrance** ['entrəns] Eingang; Zutritt 8: 1 (23)
**entry** ['entri] Eintritt, Zutritt; (Tagebuch-)Eintrag 7
**envelope** ['envələʊp] (Brief-)Umschlag 5
**environment** [ɪn'vaɪrənmənt] Umwelt; Umfeld, Umgebung 7
**environment-friendly** [ɪnvaɪrənmənt 'frendli] umweltfreundlich 8: 3 (46/47)
**environmental** [ɪnvaɪrən'mentl] Umwelt- 7
**equipment** [ɪ'kwɪpmənt] *(no pl)* Ausrüstung 6
**escalator** ['eskəleɪtə] Rolltreppe 6
**escape** [ɪ'skeɪp]:
**1.** Flucht 7
**2. escape (from)** entkommen (aus), fliehen (vor/aus) 7
**especially** [ɪ'speʃəli] insbesondere 7
**etc.** [et'setərə] *(aus dem Lateinischen)* usw. (und so weiter) 7
**EU (= European Union)** [iː 'juː] EU (Europäische Union) 7
**euro,** *pl* **euros** ['jʊərəʊ] Euro 5
**European Union** [jʊərəpiːən 'juːniən] Europäische Union 7
**even** ['iːvn] sogar, selbst 6 **not even** (noch) nicht einmal 6 **without even checking ...** ohne überhaupt zu checken ... 7
**evening** ['iːvnɪŋ] Abend 5 **in the evening** abends, am Abend 5
**event** [ɪ'vent] Ereignis 5
**ever** ['evə] jemals, schon einmal 6
**every** ['evri] jede(r, s) 5
**everybody** ['evrɪbɒdi] jeder; alle 5
**everyday** ['evrideɪ] alltäglich, Alltags- 8: (9)
**everyday life** [evrideɪ 'laɪf] Alltag 8: (9)
**everyone** ['evriwʌn] jeder; alle 5
**everything** ['evriθɪŋ] alles 5
**everywhere** ['evriweə] überall 6
**evil** ['iːvl] böse; *(das)* Böse 7
**exact** [ɪg'zækt] genau, exakt 7
**exam** [ɪg'zæm] *siehe* **examination**
**examination** *infml auch* **exam** [ɪgzæmɪ'neɪʃn] Prüfung 7 **take/do an exam(ination)** eine Prüfung machen 7
**example** [ɪg'zɑːmpl] Beispiel 6 **for example** zum Beispiel 6
**excellent** ['eksələnt] ausgezeichnet, hervorragend 8: 1 (22)
**except (for)** [ɪk'sept] außer, bis auf 8: 5 (91)
**exception** [ɪk'sepʃn] Ausnahme 8: 5 (91)
**exchange** [ɪks'tʃeɪndʒ]:
**1.** austauschen 7
**2.** (Aus-)Tausch, Schüleraustausch 7
**excited** [ɪk'saɪtɪd] aufgeregt, gespannt 5
**excitement** [ɪk'saɪtmənt] Aufregung, Spannung 7
**exciting** [ɪk'saɪtɪŋ] aufregend 6
**exclamation mark** [eksklə'meɪʃn mɑːk] Ausrufezeichen 8: 3 (55)
**excuse** [ɪk'skjuːs] Entschuldigung *(Ausrede)*; Vorwand 8: 5 (83) **make an excuse** sich entschuldigen, eine Entschuldigung vorbringen 8: 5 (83)
**Excuse me, ...** [ɪks'kjuːz miː] Entschuldigung, .../Entschuldigen Sie, ... 5
**exercise** ['eksəsaɪz] Übung, Aufgabe 6
**exercise book** ['eksəsaɪz bʊk] (Schul-)Heft 5
**exhibition** [eksɪ'bɪʃn] Messe; Ausstellung 8: 2 (26/27)
**°exist** [ɪg'zɪst] existieren
**exit** ['eksɪt] Ausgang; Ausfahrt 6
**°expand on sth.** [ɪk'spænd ɒn] etwas weiter ausführen
**expensive** [ɪk'spensɪv] teuer 5
**experience** [ɪk'spɪərɪəns]:
**1.** Erfahrung; Erlebnis 8: 2 (38)
**2. experience sth.** etwas erfahren; erleben 8: 2 (38)
**experiment** [ɪk'sperɪmənt] Experiment 6
**expiration** [ekspə'reɪʃn] *(AE)* Ablauf, Verfall 8: 1 (16)
**expire** [ɪk'spaɪə] ablaufen, verfallen 8: 1 (16)
**expiry** [ɪk'spaɪəri] Ablauf, Verfall 8: 1 (16)
**explain sth. to sb.** [ɪk'spleɪn] jm. etwas erklären 6
**°explanation** [eksplə'neɪʃn] Erklärung
**explode** [ɪk'spləʊd] explodieren 7
**explosion** [ɪk'spləʊʒn] Explosion 7
**express** [ɪk'spres] ausdrücken, zum Ausdruck bringen 7
**expression** [ɪk'spreʃn] Ausdruck 7
**extraordinary** [ɪk'strɔːdnri] außergewöhnlich 7
**extreme** [ɪk'striːm]:
**1.** extrem 8: 1 (25)
**2.** Extrem 8: 1 (25)
**eye** [aɪ]:
**1.** Auge 6
**take your eyes off sth.** den Blick abwenden von etwas 8: 1 (23)

## F

**face** [feɪs]:
**1.** Gesicht 6
**2. face sb./sth.** jm./einer Sache ins Auge sehen, jm./einer Sache entgegentreten 6
**facilities** *(pl)* [fə'sɪlətiz] Einrichtungen, Geräte 7
**fact** [fækt] Tatsache 7
**factory** ['fæktri] Fabrik 7
**Fahrenheit (F)** ['færənhaɪt] Fahrenheit 8: (9)

**fairy** ['feəri] Fee, Elfe 7
**fairy tale** ['feəri teɪl] Märchen 7
**faithfully** ['feɪθfəli]: **Yours faithfully** Mit freundlichen Grüßen *(Briefschluss)* 8: 5 (88)
**fake** [feɪk]:
**1.** falsch, gefälscht 8: 2 (36)
**2.** Fälschung 8: 2 (36)
**fall** [fɔːl], **fell, fallen** fallen; hinfallen 5
**fallen** ['fɔːlən] *siehe* **fall**
**°false** [fɔːls] falsch, unrichtig
**fame** [feɪm] Ruhm 6
**family** ['fæməli] Familie 5
**famine** ['fæmɪn] Hungersnot 7
**famous (for)** ['feɪməs] berühmt (für, wegen) 5
**fancy dress** [fænsi 'dres] *(no pl)* Kostüm, Verkleidung 5
**fancy dress party** [fænsi 'dres pɑːti] Kostümparty 5
**fantastic** [fæn'tæstɪk] fantastisch 8: 2 (33)
**fantasy** ['fæntəsi] Fantasie; Fantasy *(Literatur-, Filmgattung)* 7
**FAQ (= frequently asked questions)** [ef eɪ 'kju] häufig gestellte Fragen 6
**far** [fɑː] weit (entfernt) 6
**fare** [feə] Fahrpreis 8: 1 (17)
**farm** [fɑːm] Bauernhof, Farm 6
**farmer** ['fɑːmə] Bauer, Bäuerin; Landwirt/in 6
**farming** ['fɑːmɪŋ] Landwirtschaft 7
**fashion** ['fæʃn] Mode 7
**fast** [fɑːst] schnell 5
**°fast finisher** [fɑːst 'fɪnɪʃə] Schüler/in, der/die die Aufgabe(n) schnell(er) schafft
**fat** [fæt]:
**1.** dick, fett 8: 1 (22)
**2.** Fett 8: 1 (22)
**father** ['fɑːðə] Vater 5
**fault** [fɔːlt] Fehler; Schuld 5
**favourite** ['feɪvərɪt] Lieblings- 5
**fear** [fɪə]:
**1.** (be)fürchten; sich fürchten vor 8: 5 (80)
**2. fear (of)** Angst (vor) 8: 5 (80)
**feather** ['feðə] Feder *(eines Vogels)* 8: 2 (26/27)
**feature** ['fiːtʃə]:
**1.** bieten, haben; vorkommen, eine Rolle spielen 8: 3 (50)
**2.** Merkmal, Eigenschaft 8: 3 (50)
**February** ['februəri] Februar 5
**fed** [fed] *siehe* **feed**
**°federal presidential constitutional republic** [fedərəl prezɪdenʃl kɒnstɪtjuːʃənl rɪ'pʌblɪk] föderale Republik *(Staatsform)*
**feed** [fiːd], **fed, fed** füttern; ernähren 6
**feel** [fiːl], **felt, felt** sich fühlen; fühlen 5
**feeling** ['fiːlɪŋ] Gefühl 6
**feet** [fiːt] *Plural von* **foot** 6
**fell** [fel] *siehe* **fall**
**felt** [felt] *siehe* **feel**
**female** ['fiːmeɪl] weiblich; Frau 7
**fence** [fens] fechten *(Sport)* 7
**ferret** ['ferɪt] Frettchen 5
**ferry** ['feri] Fähre 5
**ferryman, *pl* ferrymen** ['ferimən] Fährmann 6
**festival** ['festɪvl] Fest 5
**few** [fjuː] wenige 8: 4 (63) **a few** ein paar, einige 7
**field** [fiːld] Feld; Weide 6 **in the field** auf der Weide 6
**fight** [faɪt]:
**1.** Kampf 5
**2. fight, fought, fought** kämpfen, bekämpfen 5
**fight back** sich wehren 8: 3 (57)
**fighter** ['faɪtə] Kämpfer/in 7
**figure** ['fɪgə]:
**1.** Figur 6
**2.** Ziffer, Zahl 7
**°file** [faɪl] Datei; Ordner, Liste
**fill** [fɪl] füllen 7 **fill sth. in** etwas ausfüllen; etwas einsetzen 7
**final** ['faɪnl] Finale 6
**finally** ['faɪnəli] schließlich, endlich 8: 5 (88)
**financial** [faɪ'nænʃl] finanziell 8: 1 (13)
**find** [faɪnd], **found, found** finden 5
**find out (about sth.)** herausfinden; sich (über etwas) informieren 7
**fine** [faɪn]:
**1.** gut, in Ordnung; schön 5
**I'm fine.** Mir geht es gut. 5
**2.** fein *(z. B. Stoff)*; dünn *(z. B. Haar)* 7
**finger** ['fɪŋgə] Finger 6 **tap your fingers** mit den Fingern klopfen 7
**finish** ['fɪnɪʃ] beenden, zu Ende machen 5
**fire** ['faɪə] Feuer 6
**°fire service** ['faɪə sɜːvɪs] Feuerwehr
**fireplace** ['faɪəpleɪs] Kamin 8: 5 (91)
**firework** ['faɪəwɜːk] Feuerwerkskörper 5 **fireworks** *(pl)* Feuerwerk 5
**first** [fɜːst]:
**1.** erste(r, s) 5
**2.** zuerst, als Erstes 5
**finish first** *(im Wettkampf)* Erste/r werden 5
**°first aid** [fɜːst 'eɪd] Erste Hilfe
**°first-aid room** [fɜːst 'eɪd ruːm] Erste-Hilfe-Raum, Sanitätsraum
**first floor** [fɜːst 'flɔː] *(AE)* Erdgeschoss 8: 1 (17)
**first language** [fɜːst 'læŋgwɪdʒ] Muttersprache 7
**first name** ['fɜːst neɪm] Vorname 7
**First Nations** [fɜːst 'neɪʃnz] Erste Nationen *(indigene Völker Kanadas)* 8: 5 (78/79)
**Firstly, ...** ['fɜːstli] Erstens ... 7
**fish** [fɪʃ]:
**1.** Fisch(e) 5
**2.** fischen, angeln 8: 5 (82)
**fish finger** [fɪʃ 'fɪŋgə] Fischstäbchen 5
**fishing** ['fɪʃɪŋ] Fischen, Angeln; Fischerei 8: 5 (82)
**fit (sth.)** [fɪt] passen (zu etwas) 7
**five** [faɪv] fünf 5
**flag** [flæg] Fahne, Flagge 5
**flash** [flæʃ] blinken, leuchten 8: 5 (80)
**flashing lights** *(pl)* [flæʃɪŋ 'laɪts] Warnlicht; Blaulicht 8: 5 (80)
**flashlight** ['flæʃlaɪt] *(AE)* Taschenlampe 8: 4 (72)
**flat** [flæt] Wohnung 5
**flesh** [fleʃ] Fleisch; *(von Menschen auch)* Haut 8: 5 (90)
**flew** [fluː] *siehe* **fly**
**flight** [flaɪt] Flug 6
**float** [fləʊt] schweben; *(auf der Wasseroberfläche)* treiben 8: 2 (29)
**flood** [flʌd]:
**1.** Überschwemmung, Hochwasser; Flut 8: 3 (57)
**2.** überschwemmen, überfluten 8: 3 (57)
**be flooded** unter Wasser stehen 8: 3 (57)
**floor** [flɔː]:
**1.** Fußboden 5
**2.** Etage, Stock 6
**first floor** *(AE:)* Erdgeschoss; *(BE:)* 1. Etage 6
**flour** ['flaʊə] Mehl 7
**flower** ['flaʊə] Blume; Blüte 5
**flown** [fləʊn] *siehe* **fly**
**fly** [flaɪ], **flew, flown** fliegen 5
**flyer** ['flaɪə] Flieger/in 7
**fog** [fɒg] Nebel 5
**foggy** ['fɒgi] nebelig 5
**follow** ['fɒləʊ] (be)folgen; verfolgen 7
**follow-up** ['fɒləʊ ʌp] Anschluss-, Folge- 8: 5 (84)
**follower** ['fɒləʊə] Anhänger/in, Fan 7
**food** [fuːd] Essen, Lebensmittel; Futter 5

**fool** [fuːl] Idiot, Dummkopf 8: 4 (72)
**foot** [fʊt], *pl* **feet** Fuß 6 **on foot** zu Fuß 8: 2 (33)
**football** ['fʊtbɔːl]:
**1.** Fußball 5
**2.** *(AE)* American Football 6
**football club (FC)** ['fʊtbɔːl klʌb] Fußballverein 5
**footprint** ['fʊtprɪnt] Fußabdruck 8: 2 (29)
**for** [fɔː] für 5 **for 30 years** 30 Jahre (lang) 5 **for example** zum Beispiel 6 **What's for homework?** Was haben wir als Hausaufgabe(n) auf? 6
**foreground** ['fɔːgraʊnd] Vordergrund 7
**forest** ['fɒrɪst] Wald 6
**°forestry** ['fɒrɪstri] Forstwirtschaft
**forget** [fə'get], **forgot, forgotten** vergessen 6
**forgot** [fə'gɒt] *siehe* **forget**
**forgotten** [fə'gɒtn] *siehe* **forget**
**fork** [fɔːk] Gabel 7
**form** [fɔːm] Formular 7
**°format** ['fɔːmæt] Format
**fortunately** ['fɔːtʃənətli] zum Glück, glücklicherweise 7
**forward** ['fɔːwəd] vorwärts, nach vorne 7 **look forward to doing sth.** sich darauf freuen, etwas zu tun 7 **look forward to sth.** sich auf etwas freuen 7
**fought** [fɔːt] *siehe* **fight**
**found** [faʊnd]:
**1.** *siehe* **find**
**2.** gründen 7
**founder** ['faʊndə] Gründer/in 7
**four** [fɔː] vier 5
**fox** [fɒks] Fuchs 6
**free** [friː]:
**1.** kostenlos 5
**2.** frei 5
**free time** Freizeit, freie Zeit 5
**freedom** ['friːdəm] Freiheit 8: 1 (13)
**freeze** [friːz], **froze, frozen** (ge)frieren; erstarren 7
**frequently asked questions (FAQ)** [friːkwəntli ɑːskt 'kwestʃənz] häufig gestellte Fragen 6
**fresh** [freʃ] frisch 5
**Friday** ['fraɪdeɪ], ['fraɪdi] Freitag 5
**fridge** [frɪdʒ] Kühlschrank 6
**fried** [fraɪd] frittiert, gebraten 6
**friend** [frend] Freund/in 5 **make friends** Freunde finden 7
**friendless** ['frendləs] ohne Freunde 6
**friendly** ['frendli] freundlich 5
**friendship** ['frendʃɪp] Freundschaft 7
**frighten** ['fraɪtn] Angst einjagen, verängstigen; erschrecken 8: 5 (80) **frighten sb./sth. off/away** jn./etwas verscheuchen 8: 5 (80)
**frightened** ['fraɪtnd]: **be frightened** Angst haben 8: 5 (80)
**frightening** ['fraɪtnɪŋ] beängstigend, erschreckend 8: 5 (80)
**frog** [frɒg] Frosch 6
**from** [frɒm] von, aus 5 **Where are you from?** Wo kommst du her? 5
**front** [frʌnt] vorderer Teil, Vorderseite 5 **at the front** vorne 5 **in front of** vor 5
**front page** [frʌnt 'peɪdʒ] Titelseite 6
**frown** [fraʊn]:
**1.** die Stirn runzeln 7
**2.** Stirnrunzeln 7
**froze** [frəʊz] *siehe* **freeze**
**frozen** ['frəʊzn] *siehe* **freeze**
**fruit** [fruːt] Obst 5
**fry** [fraɪ] frittieren, braten 6
**°frybread** ['fraɪbred] *Brotteig, gebraten oder in Öl frittiert*
**full** [fʊl] vollständig; voll 7 **full of** voll mit/von, voller 7
**full stop** [fʊl 'stɒp] Punkt *(Satzzeichen)* 8: 3 (55)
**fun** [fʌn] Spaß 5 **be fun** Spaß machen 5 **have fun** Spaß haben 5 **it sounds fun** es klingt, als ob es Spaß macht 6 **°for fun** zum Spaß, zum Vergnügen
**°function** ['fʌŋkʃn] Funktion
**fund** [fʌnd] finanzieren 7
**funding** ['fʌndɪŋ] Finanzierung, *(finanzielle)* Mittel 7
**funny** ['fʌni] witzig, komisch 5
**furniture** ['fɜːnɪtʃə] Möbel 6
**further** ['fɜːðə] weiter (entfernt) 6
**furthest** ['fɜːðəst] am weitesten (entfernt) 6
**future** ['fjuːtʃə]:
**1.** Zukunft 7
**2.** zukünftige(r, s) 7

## G

**Gaelic** ['geɪlɪk] Gälisch *(Sprache)* 7
**°gallery (walk)** ['gæləri] (Gang durch die) Galerie
**gallon** ['gælən] Gallone *(= 3,78 l in den USA)* 8: (9)
**game** [geɪm] Spiel 5
**gamer** ['geɪmə] Spieler/in, Gamer/in 6
**games console** ['geɪmz kənsəʊl] Spielekonsole 6
**gap** [gæp] Lücke, Abstand 6
**garage** ['gærɑːʒ] Garage 5
**garden** ['gɑːdn] Garten 5
**garlic** ['gɑːlɪk] Knoblauch 6
**gas** [gæs] *(AE)* Benzin 6
**gas station** ['gæs steɪʃn] *(AE)* Tankstelle 6
**gasp** [gɑːsp]:
**1.** (tiefer) Atemzug 8: 4 (73)
**2.** nach Luft ringen 8: 4 (73)
**gate** [geɪt] Tor, Gatter 6
**gave** [geɪv] *siehe* **give**
**gay** [geɪ] schwul 7
**gel** [dʒel] Gel 8: 1 (22)
**gender** ['dʒendə] Geschlecht *(als soziales Merkmal)* 7
**general** ['dʒenrəl] allgemein 8: 5 (84) **in general** im Allgemeinen, generell 8: 5 (84)
**geography** [dʒi'ɒgrəfi] Geografie, Erdkunde 5
**get** [get], **got, got**:
**1.** *(sich etwas)* holen/besorgen; bekommen 5
**2.** werden 6
**get wet** nass werden 6
**3. get sth.** etwas verstehen, mitbekommen 7
**4. get (to)** gelangen, (hin)kommen (nach) 6
**get on a plane/bus/train** in ein Flugzeug/einen Bus/einen Zug einsteigen 6 **get off a plane/bus/train** aus einem Flugzeug/Bus/Zug aussteigen 6 **get in(to) a car** in ein Auto einsteigen 7 **get out of a car** aus einem Auto aussteigen 7 **get up** aufstehen 5
**ghost** [gəʊst] Geist, Gespenst 6
**giraffe,** *pl* **giraffe** *or* **giraffes** [dʒə'rɑːf] Giraffe 7
**girl** [gɜːl] Mädchen 5
**girlfriend** ['gɜːlfrend] (feste) Freundin 7
**give** [gɪv], **gave, given** geben 5 **give a talk** einen Vortrag halten 5 **give in (to sb./sth.)** (jm./einer Sache) nachgeben 7
**given** ['gɪvn] *siehe* **give**
**glass** [glɑːs] Glas 7
**glasses** *(pl)* ['glɑːsɪz] *(eine)* Brille 6
**global** ['gləʊbl] global, weltweit 8: 3 (57)
**global warming** [gləʊbl 'wɔːmɪŋ] Erderwärmung 8: 3 (57)
**glove** [glʌv] Handschuh 6
**go** [gəʊ]:
**1. on the go** unterwegs 7
**2. go, went, gone** gehen, fahren 5 **go off** klingeln *(Wecker)*; losgehen *(Alarm, Waffe)* 7 **go on** weitergehen; weitermachen, weiterreden; (sich) fortsetzen 8: 4 (62) **go wrong** schiefgehen 6 **I'm**

**going to ...** ich werde ... *(Plan, Vorhaben)* 6 **°go on** geschehen, vor sich gehen

**goal** [gəʊl] Tor *(im Sport)* 5

**gobbledygook** ['gɒbldigu:k] *(infml)* Kauderwelsch 7

**god** [gɒd] Gott 7 **Oh my god!** Oh mein Gott! 7

**°goggles** *(pl)* ['gɒglz] Schutzbrille *(Schwimmbrille, Skibrille etc.)*

**gold** [gəʊld] Gold 5

**gone** [gɒn] *siehe* **go** **be gone** weg sein 7

**good** [gʊd] gut 5 **Good morning.** Guten Morgen. 5

**Goodbye.** [gʊd'baɪ] Auf Wiedersehen! / Servus. 5

**goods** *(pl)* [gʊdz] Waren, Güter 8: 3 (46/47)

**got** [gɒt] *siehe* **get** **have got** haben 6

**°gotten** ['gɒtn] *(AE) 3. Form von* (to) get

**government** ['gʌvənmənt] Regierung 7

**grab** [græb] packen, greifen (nach), ergreifen 8: 5 (81)

**grade** [greɪd]**:**
**1.** (Schul-)Note 6
**2.** *(AE)* Klasse, Schuljahr 6

**graduate (from)** ['grædʒueɪt] den Abschluss machen (an) *(Schule, Hochschule)* 8: 4 (69)

**gram (= g)** [græm] Gramm 5

**grammar** ['græmə] Grammatik 8: 3 (55)

**grandad** ['grændæd] Opa 5

**granddaughter** ['grændɔ:tə] Enkelin 8: 2 (33)

**grandfather** ['grænfɑ:ðə] Großvater 5

**grandma** ['grænmɑ:] Oma 5

**grandmother** ['grænmʌðə] Großmutter 5

**grandparents** *(pl)* ['grænpeərənts] Großeltern 5

**grandson** ['grænsʌn] Enkel 8: 2 (33)

**graph** [græf], [grɑ:f] Graph, Schaubild 6

**graphics** *(pl)* ['græfɪks] Grafik 8: 3 (50)

**grass** [grɑ:s] Gras; Rasen 6

**great** [greɪt]**:**
**1.** toll, großartig 5
**2.** groß *(bedeutend, angesehen)* 5

**Great Britain** [greɪt 'brɪtn] Großbritannien 5

**great-grandfather** [greɪt 'grænfɑ:ðə] Urgroßvater 8: 2 (28)

**great-grandmother** [greɪt 'grænmʌðə] Urgroßmutter 8: 2 (28)

**great-great-grandfather** [greɪt greɪt 'grænfɑ:ðə] Urgroßvater 8: 2 (28)

**great-great-grandmother** [greɪt greɪt 'grænmʌðə] Urgroßmutter 8: 2 (28)

**greedy** ['gri:di] gierig, habgierig 7

**green** [gri:n] grün 5

**grew** [gru:] *siehe* **grow**

**grey** [greɪ] grau 5

**gritty** ['grɪti] ungeschminkt, schonungslos 8: 1 (25)

**gross** [grəʊs] *(infml)* widerlich 7

**ground** [graʊnd] (Erd-)Boden 7

**group** [gru:p] Gruppe 5

**grow** [grəʊ]**, grew, grown:**
**1.** anbauen 8: 3 (54)
**2.** wachsen 8: 3 (54)
**grow up** aufwachsen; erwachsen werden 8: 4 (69)
**3.** werden 8: 3 (54)

**grown** [grəʊn] *siehe* **grow**

**guard** [gɑ:d]**:**
**1.** Wärter/in; Wache; Sicherheitsbedienstete/r; Schutz(vorrichtung) 8: 1 (23)
**2.** schützen, bewachen 8: 1 (23)

**guardian** ['gɑ:diən] Vormund 7

**guest** [gest] Gast 7

**guide (to)** [gaɪd] Ratgeber (für), Reiseführer *(Buch, Broschüre)* 5

**guinea pig** ['gɪni pɪg] Meerschweinchen 5

**guitar** [gɪ'tɑ:] Gitarre 5

**gum** [gʌm] Gummi; Zahnfleisch 7

**gun** [gʌn] Schusswaffe, Pistole 8: 2 (30)

**gun licence** ['gʌn laɪsns] Waffenschein 8: 2 (30)

**guy** [gaɪ] Typ, Kerl 8: 2 (35)

**guys** *(pl)* [gaɪz] Leute *(Anrede)* 5

**gym** [dʒɪm]**:**
**1.** Turnhalle, Sporthalle 5
**2.** Fitnessstudio 5

**gymnast** ['dʒɪmnæst] Turner/in 8: 4 (65)

**gymnastics** [dʒɪm'næstɪks] Turnen, Gymnastik 5

**°gypsy** ['dʒɪpsi] Zigeuner/in *(manchmal beleidigend)*

## H

**had** [hæd] *siehe* **have**

**haggis** ['hægɪs] *schottisches Gericht aus gefülltem Schafsmagen* 6

**°hail** [heɪl] heranwinken, anhalten *(z. B. Taxi)*

**°hailstone** ['heɪlstəʊn] Hagelkorn

**hair** [heə] Haar, Haare 5

**hairdresser** ['heədresə] Friseur/in 6 **hairdresser's** Friseursalon 6

**hairstyle** ['heəstaɪl] Frisur 7

**half** [hɑ:f] halbe(r, s) 6 **half an apple** ein halber Apfel 6 **half past 6** halb 7 5

**half-brother** ['hɑ:f brʌðə] Halbbruder 5

**half-sister** ['hɑ:f sɪstə] Halbschwester 5

**half-time show** ['hɑ:ftaɪm ʃəʊ] Show in der Halbzeitpause 6

**halfway** [hɑ:f'weɪ] auf halbem Wege, halb(wegs) 7

**hall** [hɔ:l]**:**
**1.** Flur, Diele 5
**2.** Halle, Saal 7

**ham** [hæm] Schinken 5

**hamster** ['hæmstə] Hamster 5

**hand** [hænd] Hand 5 **hold hands** Händchen halten 6 **put up your hand** sich melden, aufzeigen 6

**handgun** ['hændgʌn] Handfeuerwaffe 8: 2 (30)

**handover** ['hændəʊvə] Übergabe 7

**hang** [hæŋ]**, hung, hung** hängen 6 **hang out** rumhängen, abhängen 6 **hang sth. out** etwas aufhängen *(Wäsche)* 6 **hang up** auflegen *(Telefon)* 8: 1 (22)

**happen (to sb.)** ['hæpən] (jm.) geschehen, passieren 5

**happiness** ['hæpinəs] Glück, Zufriedenheit 7

**happy** ['hæpi] glücklich, froh 5

**harbour** ['hɑ:bə] Hafen 5

**hard** [hɑ:d] schwer, schwierig; hart 5 **train hard** hart trainieren 7

**hardly** ['hɑ:dli] kaum 7

**harm** [hɑ:m]**:**
**1.** Schaden, Schäden, Verletzung 8: 1 (16)
**do harm (to) sb. / do sb. harm** jm. Schaden zufügen 8: 1 (16)
**2.** schaden, schädigen, verletzen 8: 1 (16)

**has** [hæz], [həz]**: he/she/it has** er/sie/es hat 5

**hat** [hæt] Hut, Mütze 6

**hatchet** ['hætʃɪt] Beil 8: 5 (90)

**hate** [heɪt]**:**
**1.** hassen 5
**2.** Hass 8: 4 (72)

**hater** ['heɪtə] Verfasser/in von Hasskommentaren 7

**have** [hæv]**, had, had** haben 5 **have breakfast/lunch/dinner** frühstücken/(zu) Mittag essen/(zu) Abend essen 5 **have to do sth.** etwas tun müssen 6 **I'll have ...** ich nehme ... *(beim Essen, im Restaurant)* 5

**have got** [həv 'gɒt] haben 6
**he** [hiː] er 5 **he's (= he is)** er ist 5
**head** [hed] Kopf 6
**headache** ['hedeɪk] Kopfschmerzen 6
**headdress** ['heddres] Kopfschmuck 8: 2 (26/27)
**heading** ['hedɪŋ] Überschrift 7
**headline** ['hedlaɪn] Überschrift 8: 4 (63)
**headphones** *(pl)* ['hedfəʊnz] *(ein)* Kopfhörer 8: 3 (50)
**health** [helθ] Gesundheit 6
**health care** ['helθ keə] Gesundheitsfürsorge, medizinische Versorgung 8: 5 (78/79)
**healthy** ['helθi] gesund 6
**hear** [hɪə]**, heard, heard** hören 5 **°(Let's) Hear it for ...!** Applaus für ...!
**heard** [hɜːd] *siehe* **hear**
**heart** [hɑːt] Herz 6
**°heat** [hiːt] Hitze, Wärme
**heavy** ['hevi] schwer *(Gewicht)* 6
**heck** [hek]**: What/Where/... the heck is ...?** *(infml)* Was/Wo/... ist denn nur/bloß ...? 7
**heel** [hiːl] Absatz *(Schuh)*; Ferse 8: 1 (23)
**held** [held] *siehe* **hold**
**helicopter** ['helɪkɒptə] Hubschrauber 8: 1 (23) **get a helicopter view of** einen weiten Überblick bekommen über 8: 1 (23)
**Hello.** [hə'ləʊ] Hallo. / Grüß Gott. 5
**helmet** ['helmɪt] Helm 8: 5 (86)
**help** [help]**:**
**1.** helfen 5
**2.** Hilfe 5
**her** [hɜː], [hə] sie; ihr 5
**her mum** [hɜː], [hə] ihre Mutter 5
**here** [hɪə] hier; hierher 5 **Here you are.** Bitte schön. / Hier, bitte. 5
**hermit crab** ['hɜːmɪt kræb] Einsiedlerkrebs 5
**hero, *pl* heroes** ['hɪərəʊ] Held/in 7
**hers** [hɜːz] ihrer, ihre, ihres *(zu „she")* 6
**herself** [hɜː'self] sie/sich selbst *(zu „she")* 6
**Hi.** [haɪ] Hallo. 5 **Say hi to everyone.** Grüß/t alle. 7
**hid** [hɪd] *siehe* **hide**
**hidden** ['hɪdn] *siehe* **hide**
**hide** [haɪd]**, hid, hidden** verstecken; sich verstecken 7
**high** [haɪ] hoch 6
**Highlands** *(pl)* ['haɪləndz] schottisches Hochland *(der bergige Norden Schottlands)* 6
**highlight** ['haɪlaɪt]**:**
**1.** hervorheben, unterstreichen 7
**2.** Höhepunkt; Schlaglicht 7
**°highlining** ['haɪlaɪnɪŋ] Slacken auf einer Highline *(Balancieren auf einem Band in großer Höhe)*
**highway** ['haɪweɪ] *(AE)* Fernstraße *(in den USA; oft mit vier oder mehr Spuren)* 6
**hike** [haɪk]**:**
**1.** wandern 6
**2.** Wanderung 8: 5 (83)
**hiking** ['haɪkɪŋ] *(das)* Wandern 6
**hill** [hɪl] Hügel 6
**him** [hɪm] ihm, ihn 5
**himself** [hɪm'self] er selbst, ihn/ihm/sich selbst 6
**his** [hɪz]**:**
**1.** sein/e *(zu „he")* 5
**2.** seiner, seine, seins *(zu „he")* 6
**Hispanic** [hɪ'spænɪk] hispanisch *(lateinamerikanischer Herkunft)* 6
**history** ['hɪstri] Geschichte 5
**hit** [hɪt]**, hit, hit:**
**1.** schlagen 5
**2.** stoßen gegen, zusammenstoßen mit; treffen auf 5
**3.** *(Sturm)* aufziehen, treffen (auf) 8: 4 (70)
**hobby** ['hɒbi] Hobby 5
**hold** [həʊld]**, held, held** halten 5 **hold hands** Händchen halten 6 **hold onto sth.** sich an etwas festhalten; etwas festhalten 8: 4 (73) **hold out** *(jm. etwas)* hinhalten 6
**hole** [həʊl] Loch 6
**holiday** ['hɒlədeɪ] Urlaub 5 **holidays** Ferien 5 **on holiday** im/in den Urlaub 5
**holy** ['həʊli] heilig 7
**home** [həʊm]**:**
**1.** Heim, Zuhause 5 **home to (sb./sth.)** jds. Heimat, Heimat einer Sache 8: 4 (60/61) **at home** zu Hause, daheim 5 **dogs' home** Hundeheim 6
**2.** nach Hause 5 **come home** nach Hause kommen 5
**home-made** [həʊm'meɪd] hausgemacht, selbstgemacht 6
**homeless** ['həʊmləs] obdachlos 6
**homelessness** ['həʊmləsnəs] Obdachlosigkeit 8: 1 (15)
**homesick** ['həʊmsɪk]**: be/feel homesick** Heimweh haben 7
**hometown** [həʊm'taʊn] Heimatstadt 8: 5 (78/79)
**homework** ['həʊmwɜːk] Hausaufgabe(n) 5 **do your homework** Hausaufgaben machen 5 **What's for homework?** Was haben wir als Hausaufgabe(n) auf? 6
**hood** [hʊd] Kapuze 6
**hope** [həʊp]**:**
**1.** hoffen 6
**2.** Hoffnung 7
**hopeful** ['həʊpfl] zuversichtlich, hoffnungsvoll 7
**hopeless** ['həʊpləs] hoffnungslos 6
**horn** [hɔːn] Horn; Hupe *(Auto)* 8: 5 (80)
**horrible** ['hɒrəbl] schrecklich 5
**horror** ['hɒrə] Horror 6
**horse** [hɔːs] Pferd 5 **ride a horse** ein Pferd reiten 5
**horse riding** ['hɔːs raɪdɪŋ] *(das)* Reiten, Reitsport 5
**hospital** ['hɒspɪtl] Krankenhaus 5
**hostel** ['hɒstl] Wohnheim; Hostel *(günstige Unterkunft für Reisende)* 7
**hot** [hɒt] heiß, warm 5
**hot chocolate** [hɒt 'tʃɒklət] Kakao, heiße (Trink-)Schokolade 5
**hotel** [həʊ'tel] Hotel 5
**hour** ['aʊə] Stunde 5
**house** [haʊs] Haus 5
**household** ['haʊshəʊld] Haushalt; Haushalts- 8: 3 (49)
**how** [haʊ] wie 5 **How are you?** Wie geht's? / Wie geht es dir/euch/Ihnen? 5 **How much is/are ...?** Was (Wie viel) kostet/kosten ...? 5 **how to do sth.** wie man etwas macht 7
**however** [haʊ'evə] allerdings, jedoch 7
**huddle** ['hʌdl] sich (zusammen)drängen 8: 1 (10/11)
**huge** [hjuːdʒ] riesig, Riesen- 8: 4 (63)
**hundred** ['hʌndrəd]**: a hundred** (ein)hundert 5
**hung** [hʌŋ] *siehe* **hang**
**°hunger** ['hʌŋgə] Hunger
**hungry** ['hʌŋgri] hungrig 5
**hunt** [hʌnt]**:**
**1.** Jagd 7
**2.** jagen 7
**hurricane** ['hʌrɪkən] Hurrikan, Orkan 8: 4 (60/61)
**hurt** [hɜːt]**, hurt, hurt** verletzen; wehtun 5 **be hurt** verletzt sein 6 **get hurt** sich verletzen 6
**husband** ['hʌzbənd] Ehemann 7
**hyphen** ['haɪfn] Bindestrich, Trennstrich 7

## I

**I** [aɪ] ich 5 **I'm (= I am)** ich bin 5
**ice** [aɪs] Eis *(gefrorenes Wasser)* 6
**ice cream** [aɪs 'kri:m] (Speise-)Eis 5
**°ice fishing** ['aɪs fɪʃɪŋ] Eisfischen
**idea** [aɪ'dɪə] Idee 5
**°identification** [aɪdentɪfɪ'keɪʃn] Identifizierung
**identity** [aɪ'dentətɪ] Identität 7
**if** [ɪf]**:**
**1.** wenn, falls 6
**What if?** Was wäre, wenn? 6
**2.** ob 7
**ill** [ɪl] krank 6
**illness** ['ɪlnəs] Krankheit 7
**imagine sth.** [ɪ'mædʒɪn] sich etwas vorstellen 7
**immigrant** ['ɪmɪgrənt] Einwanderer, Einwanderin 7
**immigrate** ['ɪmɪgreɪt] einwandern, immigrieren 7
**immigration** [ɪmɪ'greɪʃn] Einwanderung 7
**impatient** [ɪm'peɪʃnt] ungeduldig 7
**important** [ɪm'pɔ:tnt] wichtig 5
**impression** [ɪm'preʃn] Eindruck 8: (9)
**improve** [ɪm'pru:v] verbessern; sich verbessern 8: 3 (44/45)
**improvement** [ɪm'pru:vmənt] Besserung, Verbesserung 8: 3 (44/45)
**in** [ɪn] in 5 **in 1540** (im Jahre) 1540 5 **in English** auf Englisch 5 **in my picture** auf meinem Bild 5 **in the country** auf dem Land 5 **in the evening** abends, am Abend 5 **in the field** auf der Weide 6 **in the morning** morgens, am Morgen 5 **in the photo** auf dem Foto 5 **in town** in der Stadt 5 **five in 100** fünf von 100 8: 5 (89)
**inch** [ɪntʃ] Zoll *(Längenmaß = 2,54 cm)* 8: 1 (23)
**include** [ɪn'klu:d] (mit) einschließen 8: 2 (38)
**including** [ɪn'klu:dɪŋ] einschließlich, inklusive 8: 2 (38)
**°incorrect** [ɪnkə'rekt] falsch, unrichtig
**increase** ['ɪŋkri:s] Anstieg, Wachstum, Zunahme 8: 2 (34)
**increase (by)** [ɪn'kri:s] steigern, (sich) erhöhen; steigen, zunehmen (um) 8: 2 (34)
**independence (from)** [ɪndɪ'pendəns] Unabhängigkeit (von) 7
**Independence Day** [ɪndɪ'pendəns deɪ] *(US-amerikanischer)* Unabhängigkeitstag *(4. Juli)* 6
**independent (of/from)** [ɪndɪ'pendənt] unabhängig (von) 7
**indigenous (to)** [ɪn'dɪdʒənəs] einheimisch (in) 8: 2 (26/27) **indigenous people** Einheimische, Ureinwohner/innen 8: 2 (26/27)
**industry** ['ɪndəstri] Industrie 8: 4 (64)
**infect** [ɪn'fekt] infizieren; verseuchen 8: 2 (28)
**infection** [ɪn'fekʃn] Infektion 8: 2 (28)
**infographic** [ɪnfə'græfɪk] Infografik 8: 5 (89)
**information** [ɪnfə'meɪʃn] Information(en) 5
**information technology (IT)** [ɪnfə'meɪʃn teknɒlədʒi] IT (Informationstechnologie) 5
**injure** ['ɪndʒə] (sich) verletzen 8: 5 (86)
**injured** ['ɪndʒəd] verletzt, verwundet 8: 5 (86)
**injury** ['ɪndʒəri] Verletzung 8: 5 (86)
**injustice** [ɪn'dʒʌstɪs] Ungerechtigkeit; Unrecht 8: 4 (63)
**inside** [ɪn'saɪd] innen, auf der Innenseite 6
**inside out** [ɪnsaɪd 'aʊt] verkehrt herum, auf links *(Kleidung)* 7 **turn your T-shirt inside out** dein T-Shirt auf links ziehen 7
**inspire** [ɪn'spaɪə] begeistern, inspirieren 8: 2 (33)
**inspiring** [ɪn'spaɪərɪŋ] begeisternd, inspirierend 8: 2 (33)
**install** [ɪn'stɔ:l] installieren, einbauen 8: 3 (52)
**installation** [ɪnstə'leɪʃn] Installation *(Kunst)* 8: 3 (52)
**instead** [ɪn'sted] stattdessen 8: 3 (53)
**instead of** [ɪn'sted əv] anstatt, anstelle von 8: 3 (53)
**instruction** [ɪn'strʌkʃn] Anweisung 7
**instrument** ['ɪnstrəmənt] Instrument 5
**insurance** [ɪn'ʃʊərəns] Versicherung 8: 1 (14) **proof of insurance** Versicherungsnachweis 8: 4 (72) **take out insurance** Versicherungen / eine Versicherung abschließen 8: 1 (14)
**interest (in)** ['ɪntrəst] Interesse (an) 7
**interested (in)** ['ɪntrəstɪd] interessiert (an) 8: 4 (63)
**interesting** ['ɪntrəstɪŋ] interessant 5
**international** [ɪntə'næʃnəl] international 6
**interpret** [ɪn'tɜ:prɪt] interpretieren 8: 1 (13)
**into** ['ɪntu], ['ɪntə] in (... hinein) 5
**introduce sb. to sb./sth.** [ɪntrə'dju:s] jm. jn./etwas vorstellen, jn. mit jm./etwas bekanntmachen 7
**introduction** [ɪntrə'dʌkʃn] Einleitung; Vorstellung *(Bekanntmachen)* 7
**°Inuit** ['ɪnjuɪt] Inuit *(kanadische Ureinwohner/innen)*
**invade** [ɪn'veɪd] einmarschieren (in), eindringen (in) 7
**invent** [ɪn'vent] erfinden 8: 3 (49)
**invention** [ɪn'venʃn] Erfindung 8: 3 (49)
**inventor** [ɪn'ventə] Erfinder/in 8: 3 (49)
**invitation (to)** [ɪnvɪ'teɪʃn] Einladung (zu, nach) 5
**invite (to)** [ɪn'vaɪt] einladen (zu, nach) 5
**is** [ɪz] *(er/sie/es)* ist 5 **The shirt is £2.** Das Hemd kostet 2 Pfund. 5
**island** ['aɪlənd] Insel 6
**issue** ['ɪʃu:]**:**
**1.** ausgeben, ausstellen *(z. B. Dokument)* 8: 1 (16)
**2.** Ausgabe, Ausstellung *(z. B. Dokument)* 8: 1 (16)
**date of issue** Ausstellungsdatum, Ausgabedatum *(z. B. Dokument)* 8: 1 (16)
**issue date** ['ɪʃu: deɪt] Ausstellungsdatum, Ausgabedatum *(z. B. Dokument)* 8: 1 (16)
**IT (= information technology)** [aɪ 'ti:] IT (Informationstechnologie) 5
**it** [ɪt] er, sie, es 5
**°item** ['aɪtəm] Artikel, Gegenstand, Punkt *(auf einer Liste)*
**its** [ɪts] sein/seine, ihr/ihre *(besitzanzeigend: Dinge und Tiere)* 5
**itself** [ɪt'self] es/sich selbst (zu *„it"*) 6

## J

**jacket** ['dʒækɪt] Jacke, Jackett 6
**January** ['dʒænjuəri] Januar 5
**jar** [dʒɑ:] Glasgefäß 8: 5 (90)
**jewellery** ['dʒu:əlri] Schmuck 8: 2 (26/27)
**°jewelry** ['dʒu:əlri] *(AE)* Schmuck
**jobless** ['dʒɒbləs] arbeitslos 6
**join a club** [dʒɔɪn] in einen Klub eintreten 7
**joke** [dʒəʊk] Witz, Scherz 6

**journey** ['dʒɜːni] Reise 5
**judge** [dʒʌdʒ]:
**1.** (be)urteilen 7
**2.** Richter/in 7
**juice** [dʒuːs] Saft 5
**juicy** ['dʒuːsi] saftig 6
**July** [dʒu'laɪ] Juli 5
**jump** [dʒʌmp] springen 7
**June** [dʒuːn] Juni 5
**°jungle** ['dʒʌŋgl] Dschungel
**junior high (school)** [dʒuːniə 'haɪ skuːl] *(AE) Schule für Kinder zwischen 12 und 14* 7
**just** [dʒʌst]:
**1.** nur, bloß; einfach 6
**2.** gerade (eben) 6
**3.** gerecht 8: 4 (63)
**justice** ['dʒʌstɪs] Gerechtigkeit 8: 4 (63)

## K

**keep** [kiːp], **kept, kept** halten; behalten 7 **keep sth. out of the oceans** verhindern, dass etwas in die Ozeane gelangt 7 **°keep doing sth.** etwas weiter(hin) tun
**keeper** ['kiːpə] Wärter/in, Hüter/in, Bewahrer/in 8: 2 (33)
**kept** [kept] *siehe* **keep**
**key** [kiː] Schlüssel 8: 1 (17)
**key card** ['kiː kɑːd] Schlüsselkarte 8: 1 (17)
**key point** [kiː 'pɔɪnt] Kernpunkt, wichtigster Punkt 8: 2 (26/27)
**keyword** ['kiːwɜːd] Stichwort, Schlagwort 8: 2 (36)
**kid** [kɪd] Kind, Jugendliche/r 5
**kidney** ['kɪdni] Niere 8: 4 (65)
**kilo(gram)** ['kiːləʊ] Kilo(gramm) 8: 5 (80)
**kilometre (km)** ['kɪləmiːtə] Kilometer 6
**kind** [kaɪnd] nett, freundlich 6
**kind (of)** [kaɪnd] Art, Sorte 7
**king** [kɪŋ] König 7
**Kingdom** ['kɪŋdəm]: **the United Kingdom (= the UK)** das Vereinigte Königreich 5
**kiss** [kɪs]:
**1.** (sich) küssen 8: 5 (85)
**2.** Kuss 8: 5 (85)
**kitchen** ['kɪtʃɪn] Küche 5
**knead** [niːd] kneten 7
**knee** [niː] Knie 8: 2 (28)
**kneel** [niːl], **knelt, knelt** knien 7
**knelt** [nelt] *siehe* **kneel**
**knew** [njuː] *siehe* **know**
**knife, *pl* knives** [naɪf] Messer 7
**knit** [nɪt] stricken 7
**knives** [naɪvz] *Plural von* **knife** 7
**knock (at sth.)** [nɒk] (an)klopfen (an etwas) 6
**know** [nəʊ], **knew, known** wissen; kennen 5 **you know** nämlich, weißt du 7
**known** [nəʊn] *siehe* **know**
**Kurdish** ['kɜːdɪʃ] Kurdisch 6

## L

**lady** ['leɪdi] Dame 6
**lain** [leɪn] *siehe* **lie**
**lake** [leɪk] (Binnen-)See 6
**lame** [leɪm] lahm, langweilig 7
**lamp** [læmp] Lampe 5
**land** [lænd]:
**1.** Land *(Grund und Boden)* 7
**2.** landen 7
**landscape** ['lændskeɪp] Landschaft; Landschaftsbild 8: 3 (56)
**language** ['læŋgwɪdʒ] Sprache 5
**lasso, *pl* lassos *or* lassoes** [læ'suː] Lasso 7
**last** [lɑːst] letzte(r, s) 5 **last week** letzte/vorige Woche 5 **at last** schließlich, endlich 7
**last (for)** [lɑːst] (an)dauern; halten *(von Bestand sein)* 8: 3 (54)
**last name** ['lɑːst neɪm] Nachname, Familienname 7
**late** [leɪt] spät 5 **He's in his late thirties.** Er ist Ende dreißig. 8: 4 (72) **I'm late.** Ich habe mich verspätet. 5
**late-night shopping** [leɪt 'naɪt] Einkaufen am späten Abend 6
**later** ['leɪtə] später 5
**latest** ['leɪtɪst] neueste/r/s, aktuelle/r/s 8: 3 (50)
**Latino** [læ'tiːnəʊ] *Einwohner/in der USA mit lateinamerikanischen Vorfahren* 8: 1 (14)
**laugh** [lɑːf] lachen 6
**law** [lɔː] Gesetz; Jura *(Studium)* 8: 2 (34) **by law** per Gesetz, gesetzlich 8: 2 (34)
**lawyer** ['lɔːjə] (Rechts-)Anwalt/Anwältin 8: 4 (60/61)
**lay** [leɪ] *siehe* **lie**
**lead** [liːd], **led, led** führen, leiten 8: 1 (18)
**leader** ['liːdə] Leiter/in, (An-)Führer/in 8: 2 (39)
**leaf, *pl* leaves** [liːf] Blatt *(Pflanze)* 8: 5 (78/79)
**leaflet** ['liːflət] Faltblatt, Informationsblatt 6
**league** [liːg] Liga 6
**lean** [liːn] lehnen 7
**learn** [lɜːn] lernen 5
**least** [liːst]: **at least** wenigstens, zumindest 8: 3 (51)
**leather** ['leðə] Leder 7
**leave** [liːv], **left, left** abfahren; (weg)gehen; *(jemanden)* verlassen 5 **leave out** weglassen 7 **leave sth.** etwas (zurück)lassen 5 **leave sth. at home** etwas zu Hause lassen 5
**leaves** [liːvz] *Plural von* **leaf** 8: 5 (78/79)
**led** [led] *siehe* **lead**
**left** [left] *siehe* **leave**
**left** [left] links; nach links 5 **on the left** links, auf der linken Seite 5
**leg** [leg] Bein 6
**legend** ['ledʒənd] Legende, Sage 8: 5 (85)
**lemonade** [lemə'neɪd] Limonade 6
**lend** [lend], **lent, lent** leihen, verleihen 6
**length** [leŋθ] Länge; Dauer 7
**lent** [lent] *siehe* **lend**
**lesbian** ['lezbiən]:
**1.** lesbisch 8: 2 (38)
**2.** Lesbe 8: 2 (38)
**less** [les] weniger 8: 2 (36)
**lesson** ['lesn] (Unterrichts-)Stunde 5
**let** [let], **let, let** lassen 5 **Let's ...** Lass(t) uns ... 5 **Let's go!** Auf geht's! / Dann mal los! 5
**letter** ['letə]:
**1.** Brief 6
**2.** Buchstabe 6
**level** ['levl] Grad, Stufe; Niveau, Ebene 8: 4 (68) **at professional level** auf Profi-Ebene 8: 4 (68)
**LGBT** [el dʒi bi 'tiː] LGBT 8: 2 (38)
**liberty** ['lɪbəti] Freiheit 8: 1 (10/11)
**library** ['laɪbrəri] Bücherei, Bibliothek 5
**licence** ['laɪsns] Genehmigung, Lizenz 8: 2 (31) **driving licence** Führerschein 8: 2 (31)
**°license** ['laɪsns] *(AE)* Genehmigung, Lizenz **driver's license** Führerschein
**lie** [laɪ]:
**1.** Lüge 7
**tell a lie/lies** lügen 7
**2. lie (to sb.)** (jn. an)lügen 7
**lie** [laɪ], **lay, lain** liegen 8: 4 (62)
**life, *pl* lives** [laɪf] *(das)* Leben 5 **in real life** im echten Leben 7 **way of life** Lebensweise 8: 3 (56)
**°lifelong** ['laɪflɒŋ] lebenslang
**lift** [lɪft]:
**1.** Lift *(Aufzug)* 6
**2.** heben, hochheben 8: 2 (29)
**light** [laɪt]:
**1.** hell 7
**2.** leicht 7

**light** [laɪt] Licht 7 **lights out** Licht aus 7
**light bulb** ['laɪt bʌlb] Glühbirne 8: 1 (23)
**°lighter** ['laɪtə] Feuerzeug
**like** [laɪk] mögen 5 **I'd like ... (= I would like)** Ich hätte gern ... / Ich möchte ... 5 **I'd like to talk about ... (= I would like to)** Ich würde gern über ... sprechen. 5 **I'd like you to be ...** Ich möchte, dass ihr ... seid. 6 **they like to play ...** sie spielen gern ... 5
**like** [laɪk] wie 5 **like this** so, auf diese Art 7 **something like that** so etwas 8: 2 (37) **What's ... like?** Wie ist ...? / Wie sieht ... aus? 5
**likely** ['laɪkli] wahrscheinlich 7
**line** [laɪn]:
**1.** Reihe 5
**2.** Telefonanschluss; Telefonleitung 7
**The line went dead.** Die (Telefon-)Leitung war tot. 7
**3.** U-Bahn-Linie 6
**4.** Zeile 5
**line chart** ['laɪn tʃɑːt] Liniendiagramm 8: 5 (89)
**linen** ['lɪnɪn] Leinen; Wäsche 7
**link** [lɪŋk]:
**1.** Verbindung; Link 7
**2. link (to/with)** verbinden (mit) 7
**lion** ['laɪən] Löwe 6
**lip** [lɪp] Lippe 8: 4 (72)
**list** [lɪst] Liste 6 **to-do list** Aufgabenliste 6
**listen** ['lɪsn]: **listen (to)** (sich etwas) anhören; zuhören 5 **listen for sth.** auf etwas horchen, *(beim Zuhören)* auf etwas achten 7
**listener** ['lɪsənə] Zuhörer/in 6
**litre** ['liːtə] Liter 8: (9)
**litter** ['lɪtə] Abfall 6
**litter bin** ['lɪtə bɪn] Mülleimer 6
**little** ['lɪtl]:
**1.** klein 5
**2. a little** ein wenig, ein bisschen 7
**live** [lɪv] leben, wohnen 5
**lives** [laɪvz] *Plural von* **life** 5
**living** ['lɪvɪŋ]: **(sustainable) living** (nachhaltige) Lebensweise 8: 3 (53)
**living room** ['lɪvɪŋ ruːm] Wohnzimmer 5
**load** [ləʊd] (be)laden 6 **load the dishwasher** die Spülmaschine einräumen 7
**local** ['ləʊkl] einheimisch, am/vom Ort 8: 5 (81)
**loch** [lɒx] *schottisches Wort für* **lake** 6
**lock** [lɒk]:
**1.** abschließen *(z. B. Tür)* 8: 3 (46/47)
**2.** Schloss *(Türschloss)* 8: 3 (46/47)
**locker** ['lɒkə] Spind, Schließfach 5
**logging** ['lɒgɪŋ] Abholzung 8: 5 (93)
**lonely** ['ləʊnli] einsam 7
**long** [lɒŋ] lang 5
**long gun** [lɒŋ 'gʌn] Gewehr 8: 2 (30)
**long shot** ['lɒŋ ʃɒt] Totale *(Film)* 8: 2 (32)
**look** [lʊk]:
**1.** aussehen 5
**2.** sehen, schauen 5
**look at sth.** sich etwas anschauen 5 **look for** suchen; Ausschau halten nach 5 **look forward to doing sth.** sich darauf freuen , etwas zu tun 7 **look forward to sth.** sich auf etwas freuen 7 **look after** sich kümmern um; aufpassen auf 6
**°lookout** ['lʊkaʊt] Ausblick, Aussichtspunkt
**lorry** ['lɒri] Lastwagen, LKW 7
**lose** [luːz], **lost, lost** verlieren 6
**lost** [lɒst] *siehe* **lose**
**lot** [lɒt]: **lots (of)** viel/e 5 **a lot (of)** viel/e; sehr 5
**loud** [laʊd] laut 7
**love** [lʌv]:
**1.** lieben, sehr mögen 5 **love to do sth. / love doing sth.** etwas sehr gern tun 5
**2.** Liebe 6
**Love ...** Liebe Grüße, ... *(Briefschluss)* 5 **Lots of love ...** Alles Liebe / Liebe Grüße *(Briefschluss)* 8: 5 (88)
**low** [ləʊ] niedrig, tief 8: 1 (18)
**lucky** ['lʌki] Glücks-, glücklich 5
**ludo** ['luːdəʊ] Mensch ärgere dich nicht *(Spiel)* 7
**luggage** ['lʌgɪdʒ] Gepäck 6
**lunch** [lʌntʃ] Mittagessen 5 **have lunch** (zu) Mittag essen 5 **What's for lunch?** Was gibt es zum Mittagessen? 5
**lyrics** *(pl)* ['lɪrɪks] Liedtext 8: 1 (12)

## M

**macaroni** [mækə'rəʊni] Makkaroni 7
**machine** [mə'ʃiːn] Automat, Maschine 6
**madam** ['mædəm]: **Dear Sir or Madam** Sehr geehrte Damen und Herren 8: 5 (88)
**made** [meɪd] *siehe* **make** **... is made with nuts.** ... besteht (zum Teil) aus Nüssen. / ... enthält Nüsse. 8: 3 (54) **be made of** bestehen aus, (gemacht) sein aus 8: 3 (54)
**mag** [mæg] *(infml)* Zeitschrift 8: 1 (15)
**magazine** [mægə'ziːn] Zeitschrift 5
**magic** ['mædʒɪk]:
**1.** magisch 7
**2.** Zauberei, Magie 7
**by magic** durch Zauberei 7
**magic trick** [mædʒɪk 'trɪk] Zaubertrick 8: 5 (84)
**main** [meɪn] Haupt-, wichtigste(r, s) 7
**main course** [meɪn 'kɔːs] Hauptgericht 6
**make** [meɪk], **made, made** machen, herstellen 5 **make (money)** (Geld) verdienen 6 **make a difference** etwas bewirken, etwas ausmachen 5 **make an excuse** sich entschuldigen, eine Entschuldigung vorbringen 8: 5 (83) **make friends** Freunde finden 7 **make sb. do sth.** jn. dazu bringen, etwas zu tun 7 **make sth. / it** etwas / es schaffen, (mit etwas) Erfolg haben 8: 2 (29) **make sure that ...** sicherstellen, dass ...; dafür sorgen, dass ... 7
**makeup** ['meɪkʌp] Make-up 8: 1 (22)
**male** [meɪl] männlich; Mann 7
**man,** *pl* **men** [mæn] Mann 5
**manage (to do sth.)** ['mænɪdʒ] (es) schaffen (etwas zu tun) 7
**manatee** ['mænətiː] Seekuh 8: 3 (56)
**manicure** ['mænɪkjʊə] Maniküre *(Pflege der Fingernägel)* 8: 1 (22)
**°manufacturing** [mænju'fæktʃərɪŋ] Fertigung, Herstellung
**many** ['mæni] viele 5 **how many?** wie viele? 5
**map** [mæp] Landkarte, Stadtplan 6
**maple** ['meɪpl] Ahorn 8: 5 (78/79)
**maple leaf** ['meɪpl liːf] Ahornblatt 8: 5 (78/79)
**March** [mɑːtʃ] März 5
**march** [mɑːtʃ]:
**1.** Marsch 8: 2 (38)
**2.** marschieren 8: 2 (38)
**Mardi Gras** [mɑːdi 'grɑː] Faschingsdienstag *(auch: die Karnevalsfeiern in New Orleans)* 8: 4 (60/61)
**market** ['mɑːkɪt] Markt 5

**marmot** ['mɑːmət] Murmeltier 8: 5 (85)
**°marquee** [mɑː'kiː] *(AE)* Vordach
**marry** ['mæri] heiraten 7
**mask** [mɑːsk] Maske 7
**mass** [mæs] Masse(n-) 8: 1 (10/11)
**match** [mætʃ] Spiel, Wettkampf 6
**°match with/to** [mætʃ] zuordnen
**material** [mə'tɪəriəl] Stoff; Material 7
**maths** [mæθs] Mathe(matik) 5
**matter** ['mætə] von Bedeutung sein, wichtig sein 8: 4 (62) **It doesn't matter.** Es/Das ist egal. 8: 4 (62)
**maximum (= max)** ['mæksɪməm] Höchst-, maximal; Maximum 8: 2 (31)
**May** [meɪ] Mai 5
**may** [meɪ]**:**
**1.** dürfen 5
**May I ...?** Darf ich ...? 5
**2. accidents may happen ...** Unfälle passieren vielleicht; Unfälle können passieren 8: 3 (46/47)
**maybe** ['meɪbi] vielleicht 6
**mayor** [meə] Bürgermeister/in 8: 4 (68)
**me** [miː] mich; mir 5 **It's me.** Ich bin's. 5
**meal** [miːl] Mahlzeit, Essen 5
**°mean** [miːn] gemein, fies
**mean** [miːn]**, meant, meant** bedeuten; sagen wollen 6
**meaning** ['miːnɪŋ] Bedeutung 7
**meant** [ment] *siehe* **mean**
**measure** ['meʒə] messen 8: (9)
**measurement** ['meʒəmənt] Abmessung, Maß(einheit) 8: (9)
**meat** [miːt] Fleisch 5
**meatball** ['miːtbɔːl] Fleischbällchen, Frikadelle 6
**medal** ['medl] Medaille 8: 4 (65)
**media** ['miːdiə] Medien 6
**mediate** ['miːdieɪt] vermitteln *(inhaltlich wiedergeben)* 8: 4 (60/61)
**mediation** [miːdi'eɪʃn] Vermittlung, Sprachmittlung 8: 4 (60/61)
**medicine** ['medsɪn] *(no pl)* Medizin; Medikament(e) 6
**medium** ['miːdiəm] mittel(groß); mittlere(r, s) 8: 2 (32)
**medium shot** ['miːdiəm ʃɒt] Halbtotale *(Film)* 8: 2 (32)
**meet** [miːt]**, met, met** kennenlernen; (sich) treffen 5 **Nice to meet you.** Freut mich, dich/euch/Sie kennenzulernen. 5
**melt** [melt] (ab)schmelzen 8: (8)
**melting pot** ['meltɪŋ pɒt] Schmelztiegel 8: (8)
**member** ['membə] Mitglied 8: 2 (26/27)
**meme** [miːm] Internet-Mem, Internetphänomen 7
**memorial (to sb./sth.)** [mə'mɔːriəl] Denkmal (für jn./etwas), Gedenkstätte 7
**Memorial Day** [mə'mɔːriəl deɪ] Gedenktag *(zur Erinnerung an Kriegsgefallene und -opfer)* 6
**men** [men] *Plural von* **man** 5
**°mend** [mend] reparieren; sich erholen
**mention** ['menʃn] erwähnen 8: 5 (84)
**mentor** ['mentə]**:**
**1.** betreuen *(als Mentor/in)* 7
**2.** Mentor/in *(Ratgeber/in)* 7
**menu** ['menjuː] Speisekarte 5
**message** ['mesɪdʒ] Nachricht, Mitteilung 5 **message in a bottle** Flaschenpost 6
**met** [met] *siehe* **meet**
**metal** ['metl] Metall 7
**°meteorologist** [miːtiə'rɒlədʒɪst] Meteorologe/Meteorologin
**°method** ['meθəd] Methode
**°Métis** [meɪ'tiː] Métis *(Nachfahren europäischer Einwanderer/-innen in Kanada)*
**metre** ['miːtə] Meter 6
**mice** [maɪs] *Plural von* **mouse** 5
**microphone** ['maɪkrəfəʊn] Mikrofon 8: 3 (50)
**mid-** [mɪd]**: He's in his mid-thirties.** Er ist Mitte dreißig. 8: 4 (72)
**middle** ['mɪdl] Mitte 5 **in the middle** in der Mitte 5
**°Middle East** [mɪdl 'iːst] Naher Osten
**°Middle Eastern** [mɪdl 'iːstən] aus dem nahen Osten, nahöstlich
**Midwest** [mɪd'west] Mittlerer Westen *(der USA)* 8: (9)
**might** [maɪt]**: you might find ...** du könntest ... finden, vielleicht findest du ... 7
**migrate** [maɪ'greɪt] (aus-/ab-)wandern, ziehen 8: 5 (80)
**migration** [maɪ'greɪʃn] Migration, Zu-/Aus-/Abwanderung 8: 5 (80)
**mile** [maɪl] Meile *(ca. 1,6 km)* 8: (9)
**milk** [mɪlk] Milch 5
**million** ['mɪljən] Million 6
**mime** [maɪm] vorspielen, pantomimisch darstellen 7
**mind** [maɪnd]**: Mind the gap ...** Achten Sie auf den Abstand ... 6 **I don't mind doing sth.** Es macht mir nichts aus, etwas zu tun. 6 **Never mind him.** Kümmer dich nicht um ihn. / Er braucht dich nicht zu interessieren. 5 **Never mind.** (Das) macht nichts. / Nicht (so) schlimm. 5
**mind** [maɪnd] Geist, Verstand; Gedanken; Kopf *(im übertragenen Sinn)* 8: 1 (13) **change your mind** seine Meinung ändern 7
**mind map** ['maɪnd mæp] Gedankenkarte, Wörternetz, Mindmap 5
**mine** [maɪn] meine, meiner, meins 6
**mine** [maɪn]**:**
**1.** Bergwerk, Mine 8: 5 (78/79)
**2. mine sth.** etwas abbauen, fördern *(z. B. Bergbau)* 8: 5 (78/79)
**minimum** ['mɪnɪməm] Mindest-, minimal; Minimum 8: 2 (31)
**minus** ['maɪnəs] minus 8: 3 (56)
**minute** ['mɪnɪt] Minute 5 **Wait a minute.** Warte mal. / Einen Moment. 5
**mirror** ['mɪrə] Spiegel 7
**miss** [mɪs]**:**
**1.** vermissen 6
**miss doing sth.** vermissen, etwas zu tun 6
**2.** auslassen 6
**3.** verpassen 6
**mix** [mɪks] (ver)mischen 5
**°mixture** ['mɪkstʃə] Mischung
**mobile (phone)** [məʊbaɪl 'fəʊn] Handy 5
**model** ['mɒdl] (Foto-)Modell 5
**modern** ['mɒdn] modern 6
**mom** [mɒm] *(AE)* Mama, Mutti 5
**moment** ['məʊmənt] Moment 5 **at the moment** im Moment, zurzeit 5 **Just a moment.** Einen Moment. / Moment mal. 8: 2 (37)
**°momma** ['mɒmə] *(AE)* Mutti, Mama
**Monday** ['mʌndeɪ], ['mʌndi] Montag 5
**money** ['mʌni] Geld 5 **pocket money** Taschengeld 8: 3 (54)
**monk** [mʌŋk] Mönch 6
**monster** ['mɒnstə] Monster, Ungeheuer 6
**month** [mʌnθ] Monat 5
**monument** ['mɒnjumənt] Monument, Denkmal 7
**°moo** [muː] Muh
**moor** [mɔː] Heide(land); Moor 6
**more** [mɔː] mehr 6 **more than** mehr als 6
**morning** ['mɔːnɪŋ] Morgen 5 **Good morning.** Guten Morgen. 5 **in the morning** morgens, am Morgen 5

**mosaic** [məʊ'zeɪɪk] Mosaik 8: 5 (78/79)
**mosquito,** *pl* **mosquitos** *or* **mosquitoes** [məs'kiːtəʊ] Mücke 8: 1 (22)
**most** [məʊst]: **the most ...** die meisten ...; am meisten 5
**mostly** ['məʊstli] hauptsächlich 8: 4 (60/61)
**mother** ['mʌðə] Mutter 5
**mother tongue** ['mʌðə tʌŋ] Muttersprache 8: 5 (91)
**mountain** ['maʊntən] Berg 6
**mouse,** *pl* **mice** [maʊs] Maus 5
**mousetrap** [maʊstræp] Mausefalle 8: 5 (80)
**mouth** [maʊθ] Mund 6
**move** [muːv] (sich) bewegen; *(etwas)* verschieben, verlegen, versetzen 5 **move (to)** (um) ziehen (nach); *(Schule)* wechseln (auf/zu) 5
**movement** ['muːvmənt] Bewegung 7
**movie** ['muːvi] Film, Spielfilm 6
**movie theater** ['muːvi θɪətə] *(AE)* Kino 6
**mow** [məʊ] mähen 7
**Mr ...** ['mɪstə] Herr ... 5
**Mrs ...** ['mɪsɪz] Frau ... *(Anrede für verheiratete Frauen)* 5
**Ms ...** [mɪz], [məz] Frau ... *(allgemeine Anrede für Frauen)* 5
**much** [mʌtʃ] viel 5 **How much is/are ...?** Was (Wie viel) kostet/kosten ...? 5 **How much?** Wie viel? 5
**mud** [mʌd] Schlamm, Matsch 8: 2 (28)
**multicultural** [mʌlti'kʌltʃərəl] multikulturell 6
**multiplayer** [mʌlti'pleɪə] Mehrspieler- 7
**mum** [mʌm] Mama, Mutti 5
**murder** ['mɜːdə]:
**1.** ermorden 8: 4 (62)
**2.** Mord 8: 4 (62)
**murderer** ['mɜːdərə] Mörder/Mörderin 8: 4 (62)
**museum** [mju'ziːəm] Museum 5
**music** ['mjuːzɪk] Musik 5
**musical** ['mjuːzɪkl] musikalisch 6
**musician** [mju'zɪʃn] Musiker/in 7
**must** [mʌst]:
**1.** müssen 5
**mustn't do** nicht tun dürfen 7
**2. a must** *(infml)* ein Muss, eine Notwendigkeit 8: 3 (57)
**mustard** ['mʌstəd] Senf 8: 1 (19)
**my** [maɪ] mein/e 5
**myself** [maɪ'self] ich/mich/mir (selbst) 6

## N

**name** [neɪm]:
**1.** Name 5
**call sb. names** jn. beschimpfen 7
**first name** Vorname 7 **last name** Nachname, Familienname 7
**What's your name?** Wie heißt du? 5
**2.** (be)nennen 8: 3 (51)
**name day** ['neɪm deɪ] Namenstag 5
**nasty** ['nɑːsti] gemein, fies 8: 2 (33)
**nation** ['neɪʃn] Nation 8: 5 (78/79) **First Nations** Erste Nationen *(indigene Völker Kanadas)* 8: 5 (78/79)
**national** ['næʃnəl] national, National- 6
**national day** [næʃnəl 'deɪ] Nationalfeiertag 7
**national park** [næʃnəl 'pɑːk] Nationalpark 6
**nationality** [næʃə'nælətɪ] Nationalität 6
**native** ['neɪtɪv] einheimisch, Heimat-; Einheimische/r 8: 2 (26/27)
**Native American** [neɪtɪv ə'merɪkən]:
**1.** amerikanische/r Ureinwohner/in 8: 2 (26/27)
**2.** indianisch 8: 2 (26/27)
**native language** [neɪtɪv 'læŋgwɪdʒ] Muttersprache 8: 2 (26/27)
**natural** ['nætʃrəl] natürlich, Natur- 8: 3 (56)
**natural disaster** [nætʃrəl dɪ'zɑːstə] Naturkatastrophe 8: 3 (56)
**nature** ['neɪtʃə] (die) Natur 8: 3 (56)
**near** [nɪə] nahe (bei), in der Nähe von 5
**nearest** ['nɪərəst]: **the nearest ...** der/die/das nächstgelegene ... 7
**nearly** ['nɪəli] fast 5
**necessary** ['nesəsəri] notwendig, nötig, erforderlich 8: 3 (53)
**need** [niːd] brauchen, benötigen 5
**need to do sth.** etwas tun müssen 6 **needn't do** nicht tun brauchen 7
**negative** ['negətɪv] negativ 7
**°neighborhood** ['neɪbəhʊd] *(AE)* Nachbarschaft, Gegend, Viertel
**neighbour** ['neɪbə] Nachbar/in 5
**neighbourhood** ['neɪbəhʊd] Nachbarschaft, Gegend, Viertel 8: 1 (14)
**neighbourhood watch** [neɪbəhʊd 'wɒtʃ] Nachbarschaftswache *(Bürger/innen, die in ihrer Nachbarschaft Kriminalität zu verhindern versuchen)* 8: 4 (62)
**neither ... nor ...** [ˌnaɪðə 'nɔː] weder ... noch ... 8: 5 (90)
**nervous** ['nɜːvəs] nervös, aufgeregt 5
**net** [net] Netz *(Sport)* 7
**netball** ['netbɔːl] Korbball 5
**network** ['netwɜːk] Netz; Netzwerk; Wortnetz 8: 3 (46/47)
**never** ['nevə] nie, niemals 5 **Never mind.** (Das) macht nichts. / Nicht (so) schlimm. 5
**new** [njuː] neu 5
**news** [njuːz] Nachrichten 6
**newspaper** ['njuːzpeɪpə] (Tages-)Zeitung 6
**next** [nekst] nächste(r, s) 5 **Next ...** Als Nächstes ... 7 **the next day/morning** am nächsten Tag/Morgen 6
**next to** ['nekst tə] neben 5
**nice** [naɪs] nett, schön 5
**nickname** ['nɪkneɪm] Spitzname 8: 1 (18)
**niece** [niːs] Nichte 6
**night** [naɪt] Nacht 5 **at night** nachts, in der Nacht 5 **Good night.** Gute Nacht. 5 **that night** in jener Nacht 6
**nine** [naɪn] neun 5
**no** [nəʊ]:
**1.** nein 5
**2.** kein, keine; verboten 5
**no one** ['nəʊ wʌn] niemand 5
**nobody** ['nəʊbədi] niemand 5
**nod** [nɒd]:
**1. nod (your head)** (mit dem Kopf) nicken 7
**nod to sb.** jm. zunicken 7
**2. nod (of your head)** (Kopf-)Nicken 7
**noise** [nɔɪz] Geräusch; Lärm 5
**noisy** ['nɔɪzi] laut, voller Lärm 5
**nominate** ['nɒmɪneɪt] nominieren 8: 1 (22)
**none** [nʌn] keine(r, s) 7
**noodles** *(pl)* [nuːdlz] Nudeln 5
**normal** ['nɔːml] normal 7
**Norman** ['nɔːmən] Normanne/Normannin; normannisch 7
**north** [nɔːθ] Norden; nördlich; Nord- 6
**north-east** [nɔːθ'iːst] Nordosten, nordöstlich 6
**north-west** [nɔːθ'west] Nordwesten, nordwestlich 6
**northbound** ['nɔːθbaʊnd] in Richtung Norden *(Zug, Bus)* 6
**northern** ['nɔːðən] Nord-, nördlich 7
**nose** [nəʊz] Nase 6
**not** [nɒt] nicht 5 **I'm not a boy.** Ich bin kein Junge. 5

**note** [nəʊt] Notiz; kurzer Brief 7 **make a note/notes of sth.** sich etwas notieren 8: 2 (36) **make notes** (sich) Notizen machen *(zur Vorbereitung)* 7 **take notes** (sich) Notizen machen *(beim Lesen oder Zuhören)* 7
**notebook** ['nəʊtbʊk] Notizbuch 7
**nothing** ['nʌθɪŋ] nichts 6
**notice** ['nəʊtɪs] (be)merken 7
**°noticeable** ['nəʊtɪsəbl] erkennbar, auffällig
**notification** [nəʊtɪfɪ'keɪʃn] Benachrichtigung, Mitteilung 7
**November** [nəʊ'vembə] November 5
**now** [naʊ] nun, jetzt 5
**nowhere** ['nəʊweə] nirgendwo(hin) 7
**number** ['nʌmbə] Zahl, Ziffer, Nummer 5 **number of** Anzahl (an) 6 **phone number** Telefonnummer 5
**nurse** [nɜːs] Krankenpfleger/in 6
**nut** [nʌt] Nuss 7

## O

**object** ['ɒbdʒɪkt] Objekt, Gegenstand 7
**ocean** ['əʊʃn] Ozean 6
**o'clock** [ə'klɒk]: **at 7 o'clock** um 7 Uhr 5
**October** [ɒk'təʊbə] Oktober 5
**of** [ɒv], [əv] von 5 **a cup of ...** eine Tasse ... 5 **the name of the school** der Name der Schule 5
**of course** [əv 'kɔːs] natürlich, selbstverständlich 7
**off** [ɒf]:
**1.** weg von; hinunter von 8: 1 (15) **go off** klingeln *(Wecker)*; losgehen *(Alarm, Waffe)* 7 **keep sb. off the streets** jn. von der Straße fernhalten *(= verhindern, dass jd. auf der Straße lebt)* 8: 1 (15) **take your eyes off sth.** den Blick abwenden von etwas 8: 1 (23)
**off-peak** [ɒf 'piːk] außerhalb der Stoßzeiten 6
**offer** ['ɒfə]:
**1.** (an)bieten 7
**2.** Angebot 7
**officer** ['ɒfɪsə] Beamter/Beamtin 8: 4 (62)
**often** ['ɒfn], ['ɒftən] oft 5
**oh** [əʊ] Null *(im gesprochenen Englisch)* 5
**oil** [ɔɪl] Öl 6
**oil rig** ['ɔɪl rɪg] Ölbohrinsel 6
**oily** ['ɔɪli] ölig 6
**OK** [əʊ'keɪ] okay, gut, in Ordnung 5 **I'm OK.** Es geht mir gut. 5
**old** [əʊld] alt 5
**Olympic** [ə'lɪmpɪk] olympisch 8: 4 (65)
**Olympics** [ə'lɪmpɪks] olympische Spiele 5
**on** [ɒn] auf 5 **on holiday** im / in den Urlaub 5 **on the beach** am Strand 5 **on the bus** im Bus 5 **on the river** am Fluss 8: 2 (28) **on TV** im Fernsehen 6 **on Wednesday** am Mittwoch 5 **be on** gezeigt werden *(Kino, Fernsehen)*, stattfinden 6
**once** [wʌns] einmal; einst; sobald, wenn (erst) 8: 3 (51)
**once-over** ['wʌns əʊvə]: **give sb. a/the once-over** *(infml)* jn. (kurz) in Augenschein nehmen 8: 1 (23)
**one** [wʌn]:
**1.** eins 5
**one day** eines Tages 6
**2. the nearest one** der/die/das Nächstgelegene 7
**the only one** der/die Einzige 7
**only** ['əʊnli]:
**1.** nur, bloß 5
**2.** erst 5
**3. the only student** der einzige Schüler / die einzige Schülerin 7
**onto the rocks** ['ɒntu], ['ɒntə] auf die Felsen (hinauf) 6
**open** ['əʊpən]:
**1.** öffnen; aufschlagen *(Buch)* 5
**2.** sich öffnen, aufgehen 6
**3.** offen, geöffnet 5
**opera** ['ɒpərə] Oper 6
**opinion** [ə'pɪnjən] Meinung 6 **in my opinion** meiner Meinung nach 6
**opposite** ['ɒpəzɪt]:
**1.** Gegenteil 8: 1 (20)
**2.** gegensätzlich, entgegengesetzt, gegenüberliegend 8: 1 (20)
**3.** gegenüber (von) 8: 2 (33)
**°optional** ['ɒpʃənl] freiwillig
**or** [ɔː] oder; sonst 5
**orange** ['ɒrɪndʒ]:
**1.** orange(farben) 5
**2.** Orange, Apfelsine 5
**orange juice** ['ɒrɪndʒ dʒuːs] Orangensaft 5
**orchestra** ['ɔːkɪstrə] Orchester 7
**°order** ['ɔːdə] Reihenfolge
**order sth.** ['ɔːdə] etwas bestellen 5
**ordinary** ['ɔːdnri] normal, gewöhnlich 7
**organic** [ɔː'gænɪk] biologisch (angebaut), Bio- 8: 3 (54)
**organization** [ɔːgənaɪ'zeɪʃn] Organisation 8: 2 (36)
**organize** ['ɔːgənaɪz] organisieren 8: 2 (36)
**organizer** ['ɔːgənaɪzə] Organisator/in 8: 2 (36)
**other** ['ʌðə] andere(r, s) 5 **the others** die anderen 5
**ought to** ['ɔːt tə]: **it ought to be ...** es sollte ... sein 7
**our** ['aʊə] unser/e 5
**ours** [aːz], ['aʊəz] unserer, unsere, unseres 6
**ourselves** [aʊə'selvz] wir/uns selbst 6
**out (of ...)** [aʊt] aus, heraus/hinaus; aus ... (heraus/hinaus) 5 **°out of the U.S.** außerhalb der Vereinigten Staaten
**out-of-school activities** [aʊt əv 'skuːl] Aktivitäten außerhalb der Schule 7
**outdoor** ['aʊtdɔː]: **outdoor (sport)** (Sport) für draußen / im Freien 5 **outdoor swimming pool** Freibad 5
**outdoors** [aʊt'dɔːz] im Freien, draußen 8: 5 (82)
**outside** [aʊt'saɪd] draußen; nach draußen 5 **outside (the UK)** außerhalb (des Vereinigten Königreiches) 6
**oven** ['ʌvn] Backofen 6
**over** ['əʊvə] über, hinüber 6 **over here** hier herüber; hier drüben 6 **over there** da drüben, dort drüben 6 **So it's car over me?** Also das Auto ist dir wichtiger als ich? 7
**overall** [əʊvər'ɔːl] allgemein, im Großen und Ganzen, (ins)gesamt, Gesamt- 8: 3 (54)
**overview** ['əʊvəvjuː] Überblick, Übersicht 8: (9)
**overweight** [əʊvə'weɪt] übergewichtig 8: 1 (22) **be overweight** Übergewicht haben 8: 1 (22)
**owe sb. sth.** [əʊ] jm. etwas schulden, schuldig sein 6
**own** [əʊn]:
**1. own sth.** etwas besitzen 7
**2.** eigene(r, s) 7
**my own room** mein/ein eigenes Zimmer 7
**owner** ['əʊnə] Besitzer/in 7
**oyster** ['ɔɪstə] Auster 7

## P

**Pacific Ocean** [pəsɪfɪk 'əʊʃn] Pazifischer Ozean, Pazifik 6
**page (= p.)** [peɪdʒ] (Buch-, Heft-) Seite 5 **front page** Titelseite 6
**paid** [peɪd] *siehe* **pay**

**pain** [peɪn] Schmerz; Plage 8: 4 (65) **be a pain** lästig sein, nerven 8: 4 (65) **be in pain** Schmerzen haben 8: 4 (65) **What a pain!** Wie lästig! / Was für eine Plage! 8: 4 (65)
**paint** [peɪnt]: **1.** Farbe, Lack 8: 3 (48) **2.** lackieren, *(mit Farbe)* streichen; malen 8: 3 (48)
**pair** [peə] Paar 6
**pan** [pæn] Pfanne 6
**°pancake** ['pænkeɪk] Pfannkuchen
**panther** ['pænθə] Panther; *(AE:)* Puma 8: 2 (29)
**pants** *(pl)* [pænts] *(AE)* (eine) Hose 6 **baggy pants** Schlabberhose 6
**paper** ['peɪpə] Papier 6 **piece of paper** Stück Papier, Zettel 6
**parade** [pə'reɪd] Parade, Umzug 6
**paragraph** ['pærəgrɑːf] (Text-)Abschnitt 7
**paraphrase** ['pærəfreɪz] umschreiben, mit anderen Worten sagen 7
**parents** *(pl)* ['peərənts] Eltern 5
**parking lot** ['pɑːkɪŋ lɒt] *(AE)* Parkplatz 6
**parliament** ['pɑːləmənt] Parlament 6
**part (of)** [pɑːt] Teil (von) 6 **take part (in)** teilnehmen (an), mitmachen (bei) 8: 2 (38)
**pass** [pɑːs]: **pass (a test / an exam)** *(einen Test / eine Prüfung)* bestehen, schaffen 8: 2 (37) **pass a law** ein Gesetz verabschieden 8: 4 (60/61)
**passenger** ['pæsɪndʒə] Passagier/in, Fahrgast 6
**passport** ['pɑːspɔːt] (Reise-)Pass 6
**past** [pɑːst]: **1. half past 6** halb 7 5 **quarter past 6** viertel nach 6 5 **2. past (the wood)** (am Wald) vorbei 6
**past** [pɑːst] Vergangenheit 6
**pat** [pæt] klopfen; tätscheln 8: 4 (72) **pat sb. down** jn. abtasten *(bei Polizeikontrolle)* 8: 4 (72)
**path** [pɑːθ] Weg, Pfad 6
**patient** ['peɪʃnt] geduldig 7
**pattern** ['pætn] *(wiederkehrendes)* Muster, Schema 7
**pavement** ['peɪvmənt] Gehweg, Bürgersteig 6
**pay (for sth.)** [peɪ], **paid, paid** (etwas be)zahlen 6
**PC (= personal computer)** [piː 'siː] PC 8: 1 (10/11)
**PE (= physical education)** [piː 'iː] (Schul-)Sport 5
**pea** [piː] Erbse 6
**peace** [piːs] Frieden 7
**peaceful** ['piːsfl] friedlich, friedfertig 8: 3 (57)
**pen** [pen] Kugelschreiber, Stift; Füller 5
**pence** [pens] Pence *(Plural von* **penny***)* 5
**pencil** ['pensl] Bleistift 5
**pencil case** ['pensl keɪs] Federmäppchen 5
**pencil sharpener** ['pensl ʃɑːpnə] Bleistiftspitzer 5
**penknife, *pl* penknives** ['pennaɪf] Taschenmesser 6
**penknives** ['pennaɪvz] *Plural von* **penknife** 6
**penny (= p)** ['peni] Penny *(kleinste britische Münze)* 5
**people** ['piːpl]: **1.** *(pl)* Leute, Menschen 5 **°2.** Volk
**pepper** ['pepə]: **1.** Paprika, Peperoni 6 **2.** Pfeffer 6
**per** [pɜː], [pə] pro 8: (9) **miles per hour (mph)** Meilen pro Stunde 8: (9)
**per cent (%)** [pə 'sent] Prozent 5
**perform** [pə'fɔːm] auftreten *(Künstler/in)*; aufführen; durchführen 8: 1 (10/11)
**performance** [pə'fɔːməns] Vorstellung, Aufführung 8: 1 (10/11)
**period** ['pɪərɪəd] (Unterrichts-) Stunde 6
**permission** [pə'mɪʃn] Erlaubnis 8: 5 (87)
**person** ['pɜːsn] Person 5
**personal** ['pɜːsənl] persönlich 8: 1 (10/11)
**personal computer (PC)** [pɜːsənl kəm'pjuːtə] PC 8: 1 (10/11)
**pet** [pet] (Haus-)Tier 5
**petrol** ['petrəl] Benzin 6
**petrol station** ['petrəl steɪʃn] Tankstelle 6
**phone** [fəʊn]: **1.** anrufen, telefonieren 6 **2.** Telefon 5 **answer the phone** ans Telefon gehen 7 **on the phone** am Telefon 5
**phone call** ['fəʊn kɔːl] *(oft auch kurz:* call*)* (Telefon-)Anruf 7
**phone number** ['fəʊn nʌmbə] Telefonnummer 5
**photo** ['fəʊtəʊ] Foto 5 **in the photo** auf dem Foto 5 **take a photo** ein Foto machen 5
**photograph** ['fəʊtəgrɑːf] Foto(grafie) 8: 1 (15)
**photographer** [fə'tɒgrəfə] Fotograf/in 6
**°photoshop** ['fəʊtəʊʃɒp] photoshoppen
**phrase** [freɪz] Ausdruck, (Rede-)Wendung 7
**°physical** ['fɪzɪkl] körperlich, physisch
**physical education (PE)** [fɪzɪkl edʒu'keɪʃn] (Schul-)Sport 5
**piano** [pi'ænəʊ] Klavier 5 **play the piano** Klavier spielen 5
**pick sth. up** [pɪk] etwas aufheben *(vom Boden)*, etwas hochheben 6
**picnic** ['pɪknɪk] Picknick 6 **have a picnic** ein Picknick machen 6
**picture** ['pɪktʃə] Bild 5
**pie chart** ['paɪ tʃɑːt] Tortendiagramm 6
**piece** [piːs] Stück, Teil 6 **piece of paper** Stück Papier 6
**pigeon** ['pɪdʒɪn] Taube 6
**pill** [pɪl] Tablette, Pille 8: 4 (71)
**pillow** ['pɪləʊ] Kopfkissen 8: 3 (46/47)
**pink** [pɪŋk] rosa 5
**pirate** ['paɪrət] Pirat/in 5
**place** [pleɪs] Ort, Platz 5
**°placemat** ['pleɪsmæt] Platzdeckchen
**plan** [plæn]: **1.** planen 5 **plan to do sth.** planen, etwas zu tun 5 **2.** Plan 5
**plane** [pleɪn] Flugzeug 5
**°planet** ['plænɪt] Planet
**plastic** ['plæstɪk] Plastik, Kunststoff 7
**plate** [pleɪt] Teller 7
**platform** ['plætfɔːm] Bahnsteig 6 **at platform 4** auf Gleis 4 6
**play** [pleɪ]: **1.** spielen 5 **play dead** sich tot stellen 8: 3 (57) **play sport(s)** Sport treiben 7 **play the piano / the guitar** Klavier / Gitarre spielen 5 **2.** Schauspiel, Theaterstück 6
**player** ['pleɪə] Spieler/in 5
**playing field** ['pleɪɪŋ fiːld] Sportplatz 7
**please** [pliːz] bitte 5
**pleased** [pliːzd] froh, erfreut, zufrieden 7 **Pleased to meet you.** Freut mich Sie kennenzulernen. 7
**plot** [plɒt] Handlung(sverlauf) *(z. B. Film/Geschichte)* 7

**plough** [plaʊ]:
**1.** Pflug 7
**2.** pflügen 7
**plug** [plʌg]:
**1.** Stecker 7
**2. plug sth. in** etwas einstecken, anschließen 7
**plum** [plʌm] Pflaume 5
**plus** [plʌs] plus, (und) außerdem 8: 3 (56)
**pm** [piː'em]: **7 pm** 7 Uhr nachmittags/abends, 19 Uhr 6
**pocket** ['pɒkɪt] Tasche *(an Kleidungsstücken)* 8: 3 (54)
**pocket money** ['pɒkɪt mʌni] Taschengeld 8: 3 (54)
°**pocketful (of)** ['pɒkɪtfʊl] Tasche voll(er)
**poem** ['pəʊɪm] Gedicht 5
**point** [pɔɪnt]:
**1.** Punkt 6
**2.** Komma *(Dezimalzeichen)* 6
**3.** Argument, Standpunkt 8: 4 (63)
**make a point** ein Argument vortragen 8: 4 (63) **make your point** sagen, wie du darüber denkst 8: 4 (63) **take a point** einen Standpunkt verstehen 8: 4 (63)
**point (at/to)** [pɔɪnt] zeigen, deuten (auf) 6 **point a gun at sb.** eine Waffe auf jn. richten 8: 4 (62) **point sth. out** auf etwas hinweisen, aufmerksam machen 7
**polar** ['pəʊlə] polar 8: 5 (78/79)
**polar bear** ['pəʊlə beə] Eisbär 8: 5 (78/79)
**police** *(pl)* [pə'liːs] Polizei 7
**police officer** [pə'liːs ɒfɪsə] Polizeibeamter/-beamtin 6
**polite** [pə'laɪt] höflich 7
**politician** [pɒlə'tɪʃn] Politiker/in 8: 2 (38)
**pollution** [pə'luːʃn] (Umwelt-)Verschmutzung 8: 3 (49)
**pony** ['pəʊni] Pony 6
**pool** [puːl]:
**1.** (Wasser-)Becken 8: 1 (13)
**2.** *(= swimming pool)* (Schwimm-)Bad 5
**poor** [pɔː], [pʊə]:
**1.** arm 6
**2.** schlecht, schwach, minderwertig 8: 2 (33)
**popular** ['pɒpjələ] beliebt, populär 5
**population** [pɒpju'leɪʃn] Bevölkerung, Einwohner(zahl) 7
**porridge** ['pɒrɪdʒ] Haferbrei 6
**positive** ['pɒzətɪv] positiv 7
**possible** ['pɒsəbl] möglich 8: 5 (88)
**post** [pəʊst] Post *(Briefe etc.)* 5
**post office** ['pəʊst ɒfɪs] Post(amt) 5
**postcard** ['pəʊstkɑːd] Postkarte 6
**postcode** ['pəʊstkəʊd] Postleitzahl 7
**pot** [pɒt] Topf 8: (8)
**potato,** *pl* **potatoes** [pə'teɪtəʊ] Kartoffel 5
**potluck (dinner)** [pɒtlʌk 'dɪnə] *(AE) (Abend-)Essen, zu dem jeder etwas mitbringt* 7
**pound** [paʊnd]:
**1.** Pfund *(Gewichtseinheit; GB: 454 Gramm)* 7
**2. (£)** Pfund *(britische Währung)* 5
**pour** [pɔː] strömen; gießen, schütten 7
**poverty** ['pɒvəti] Armut 8: 2 (30)
**power** ['paʊə]:
**1.** Kraft, Macht 7
**2.** Energie, Strom 8: 4 (68)
**power line** ['paʊə laɪn] Stromleitung 6
°**powwow** ['paʊwaʊ] Versammlung *(am. Ureinwohner/innen)*, Kriegsrat
**practice** ['præktɪs]:
**1.** Übung(en) 6
**2.** *(AE)* üben 6
**practise** ['præktɪs] üben 6
°**prairie** ['preəri] Prärie
**pray** [preɪ] beten 7
**prayer** [preə] Gebet 7
°**preacher** ['priːtʃə] Prediger/in
**precious** ['preʃəs] wertvoll, kostbar 7
**precious metal** [preʃəs 'metl] Edelmetall 7
**prefer sth. to sth.** [prɪ'fɜː] etwas einer Sache vorziehen, etwas lieber tun/haben als etwas 7 **I'd prefer ...** ich würde ... vorziehen 7
**prepare (for)** [prɪ'peə] vorbereiten; sich vorbereiten (auf) 7
**prescription** [prɪ'skrɪpʃn] Rezept *(vom Arzt)* 8: 4 (71)
**present** [prɪ'zent] präsentieren, vorstellen 6
**present** ['preznt] Geschenk 5 **wedding present** Hochzeitsgeschenk 6
**presentation** [prezn'teɪʃn] Referat, Präsentation 6 **give a presentation** ein Referat halten 6
**president** ['prezɪdənt] Präsident/in 7
**pressure** ['preʃə] Druck 7 **put pressure on sb.** jn. unter Druck setzen 7
**pretty** ['prɪti] hübsch 8: 1 (25)
**prevent** [prɪ'vent] verhindern 8: 3 (46/47)
**price** [praɪs] (Kauf-)Preis 6
**priest** [priːst] Priester/in 7
**prince** [prɪns] Prinz 7
**principal** ['prɪnsəpl] Rektor/in, Schulleiter/in 5
**print** [prɪnt]:
**1.** Druck; Schrift(art) 8: 2 (36)
**2. print sth. (out)** etwas (aus)drucken 8: 2 (36)
**printer** ['prɪntə] Drucker 8: 3 (49)
**prison** ['prɪzn] Gefängnis 8: 4 (62)
**privacy** ['prɪvəsi] Privatsphäre 8: 3 (46/47)
**private** ['praɪvət] privat; persönlich 6
**prize** [praɪz] Preis, Gewinn 6
**probably** ['prɒbəbli] wahrscheinlich 6
**problem** ['prɒbləm] Problem 6
**process** ['prəʊses] Prozess; Verfahren, Ablauf 8: 3 (49)
**produce** [prə'djuːs] produzieren 8: 3 (44/45)
**product** ['prɒdʌkt] Produkt 8: 3 (44/45)
°**production** [prə'dʌkʃn] Produktion
**professional** [prə'feʃənl]:
**1.** professionell, Profi- 8: 1 (22)
**2. professional,** *infml auch:* **pro** Fachmann/Fachfrau, Profi 8: 1 (22)
**profile** ['prəʊfaɪl]:
**1.** Profil; Beschreibung, Portrait 7
**2.** beschreiben, porträtieren 8: 4 (63)
**profit** ['prɒfɪt] Gewinn *(Profit)* 7 **make a profit** Gewinn/Profit machen 7
**program** ['prəʊgræm]:
**1.** (Computer-)Programm 8: 3 (46/47)
**2.** *(AE)* (Fernseh-)Sendung 8: 4 (72)
**3.** programmieren 8: 3 (46/47)
**programme** ['prəʊgræm] (Fernseh-)Sendung 6
**project** ['prɒdʒekt] Projekt 5
**promise** ['prɒmɪs]:
**1.** versprechen 8: 1 (22)
**2.** *(ein)* Versprechen 8: 1 (22)
**pronounce** [prə'naʊns] aussprechen 7
**pronunciation** [prənʌnsi'eɪʃn] Aussprache 7
**proof** [pruːf] *(no pl)* Beweis(e); Nachweis(e) 8: 4 (72)
**proof of insurance** [pruːf əv ɪn'ʃʊərəns] Versicherungsnachweis 8: 4 (72)
**proper** ['prɒpə] anständig, richtig, ordnungsgemäß 8: 3 (54)

**property** ['prɒpəti] Eigentum, Besitz 8: 1 (16)
**protect (from/against)** [prə'tekt] (be)schützen (vor) 7
**protest** ['prəʊtest] Protest(demonstration) 8: 2 (38)
**protest** [prə'test] protestieren 8: 2 (38)
**Protestant** ['prɒtɪstənt] Protestant/in; protestantisch, evangelisch 7
**protester** [prə'testə] Demonstrant/in 8: 2 (38)
**°proud (of)** [praʊd] stolz (auf)
**prove** [pruːv] nachweisen, beweisen 6
**°province** ['prɒvɪns] Provinz, Bundesland
**pub** [pʌb] Kneipe 7
**public** ['pʌblɪk] öffentlich 6
**public holiday** [pʌblɪk 'hɒlədeɪ] öffentlicher/gesetzlicher Feiertag 6
**publish** ['pʌblɪʃ] veröffentlichen, herausbringen 8: 5 (88)
**pueblo,** *pl* **pueblos** ['pwebləʊ] Pueblo *(indianische Siedlung)* 8: 2 (26/27)
**pug** [pʌg] Mops *(Hund)* 7
**pull** [pʊl] ziehen 8: 2 (28) **pull over** anhalten, an den Straßenrand fahren 8: 4 (72) **pull sb. over** jn. an den (Straßen-)Rand winken 8: 4 (72)
**pullover** ['pʊləʊvə] Pullover 5
**punctuation** [pʌŋktʃu'eɪʃn] Zeichensetzung 8: 3 (55)
**purple** ['pɜːpl] violett, lila 5
**push** [pʊʃ]:
**1.** schieben, stoßen, schubsen 8: 4 (72)
**2.** Stoß, Schubs 8: 4 (72)
**put** [pʊt]**, put, put** *(etwas wohin)* tun, legen, stellen, stecken 5 **put away** weglegen, zur Seite legen 6 **put in** hineinlegen 5 **put sth. together** etwas zusammensetzen, zusammenstellen 8: 3 (48) **put up your hand** sich melden, aufzeigen 6
**°puzzle** ['pʌzl] Rätsel
**puzzled** ['pʌzld] verwundert 6

## Q

**quake** [kweɪk] *(infml)* Erdbeben 6
**quality** ['kwɒləti] Qualität, Qualitäts-; Eigenschaft 7 **be better quality** von besserer Qualität sein 7
**quarter** ['kwɔːtə] Viertel 5 **quarter past 6** viertel nach 6 5 **quarter to 7** viertel vor 7 5
**queen** [kwiːn] Königin 5
**question** ['kwestʃən] Frage 5
**question mark** ['kwestʃən mɑːk] Fragezeichen 8: 3 (55)
**quick** [kwɪk] schnell 7
**quiet** ['kwaɪət] ruhig, still, leise 5
**quite** [kwaɪt] ziemlich, ganz 6
**quiz,** *pl* **quizzes** [kwɪz]:
**1.** Quiz 5
**2.** Test 7
**quotation marks** *(pl)* [kwəʊ'teɪʃn mɑːks] Anführungszeichen 8: 2 (36)
**°quote** [kwəʊt] Zitat

## R

**rabbit** ['ræbɪt] Kaninchen 5
**race** [reɪs]:
**1.** (Wett-)Rennen 8: 5 (86)
**2.** um die Wette laufen/reiten, Rennen fahren 8: 5 (86)
**race** [reɪs] Rasse 8: 4 (63)
**racer** ['reɪsə] Rennreiter/in; Rennfahrer/in; Wettläufer/in 8: 5 (86)
**racial** ['reɪʃl] Rassen- 8: 4 (63)
**radio** ['reɪdiəʊ] Radio 8: 3 (51)
**raft** [rɑːft] Floß 6
**rain** [reɪn]:
**1.** Regen 5
**2.** regnen 5
**rain jacket** ['reɪn dʒækɪt] Regenjacke 6
**rainy** ['reɪni] regnerisch 5
**raise** [reɪz] (er)heben 8: 4 (63) **raise awareness of sth.** die Aufmerksamkeit für etwas erhöhen, das Bewusstsein für etwas schaffen 8: 4 (63) **raise one's eyes from sth.** von etwas aufschauen 8: 4 (63) **raise one's voice** die Stimme erheben 8: 4 (63)
**ramp** [ræmp] Rampe 5
**ran** [ræn] *siehe* **run**
**rang** [ræŋ] *siehe* **ring**
**ranger** ['reɪndʒə] *Aufseher/in in einem Nationalpark* 8: 3 (57)
**raw** [rɔː] roh 6
**reach (sb./a place)** [riːtʃ] (jn./einen Ort) erreichen 8: 5 (90) **reach for sth.** nach etwas greifen 8: 5 (90) **reach out (your hand)** die Hand ausstrecken 8: 5 (90)
**react (to)** [ri'ækt] reagieren (auf) 7
**reaction (to)** [ri'ækʃn] Reaktion (auf) 8: 4 (73)
**read** [red] *siehe* **read**
**read** [riːd]**, read, read** lesen 5 **°read out** (laut) vorlesen
**reader** ['riːdə] Leser/in 7
**ready** ['redi] fertig, bereit 5 **Get ready.** Bereite dich vor. 5
**real** [rɪəl] echt, wirklich 6 **in real life** im echten Leben 7
**real-life** [rɪəl 'laɪf] real *(aus dem echten Leben)* 7
**realistic** [riːə'lɪstɪk] realistisch 8: 3 (50)
**realistically** [riːə'lɪstɪkli] realistisch *(Adv.)* 8: 3 (50)
**reality** [ri'ælɪti] Realität, Wirklichkeit 6
**really** ['riːəli], ['rɪəli] wirklich 5
**reason** ['riːzn] Grund, Begründung 6 **for this reason** aus diesem Grund 6
**rebuild** [riː'bɪld]**, rebuilt, rebuilt** wiederaufbauen 8: 4 (69)
**rebuilt** [riː'bɪlt] *siehe* **rebuild**
**recently** ['riːsntli] in letzter Zeit, neulich 6
**reception** [rɪ'sepʃn] Empfang *(auch beim Telefon)*; Rezeption 8: 1 (17) **in reception** an der Rezeption 8: 1 (17)
**receptionist** [rɪ'sepʃənɪst] Empfangsmitarbeiter/in 8: 1 (17)
**recess** [rɪ'ses] *(AE)* Pause 6
**recipe** ['resəpi] (Koch-)Rezept 6
**recognize** ['rekəgnaɪz] (wieder)erkennen 8: 3 (51)
**recommend sth. (to sb.)** [rekə'mend] (jm.) etwas empfehlen 7
**record** [rɪ'kɔːd] aufnehmen, aufzeichnen; dokumentieren, verzeichnen 8: 3 (51)
**record** ['rekɔːd]:
**1.** Rekord 8: 3 (51)
**2.** Schallplatte 7
**record deal** ['rekɔːd diːl] Plattenvertrag 7
**recording** [rɪ'kɔːdɪŋ] Aufnahme 8: 3 (51)
**recycle** [riː'saɪkl] recyceln, wiederverwerten 7
**recycling** [rɪ'saɪklɪŋ] Recycling 7
**red** [red] rot 5
**red deer** [red 'dɪə] Rotwild 6
**reduce (by)** [rɪ'djuːs] reduzieren, verringern (um) 8: 3 (46/47)
**reduction** [rɪ'dʌkʃn] Reduzierung, Verringerung 8: 3 (46/47)
**refer to** [rɪ'fɜː] sich beziehen auf, Bezug nehmen auf 8: 2 (36)
**refrigerator** [rɪ'frɪdʒəreɪtə] Kühlschrank 8: 1 (15)

**refugee** [refju'dʒi:] Flüchtling 7
**registration** [redʒɪ'streɪʃn]:
**1.** Anmeldung; Zulassung, KFZ-Schein 8: 4 (72)
**2.** *Anwesenheitskontrolle und Ankündigung aktueller Ereignisse vor dem Unterricht* 5
**registration number** [redʒɪ'streɪʃn nʌmbə] Autokennzeichen *(amtliches Kennzeichen)* 8: 4 (72)
°**reject** [rɪ'dʒekt] ablehnen, zurückweisen
**relationship** [rɪ'leɪʃnʃɪp] Beziehung, Verhältnis 7 **be in a relationship with sb.** mit jm. eine Beziehung haben 7
**relax** [rɪ'læks] sich entspannen 7
**relay (race)** ['ri:leɪ] Staffel(lauf) 8: 5 (86)
**relief** [rɪ'li:f] Erleichterung; Linderung 8: 5 (91)
**religion** [rɪ'lɪdʒən] Religion 8: 2 (41)
**reluctant** [rɪ'lʌktənt] zurückhaltend, zögernd; widerwillig 8: 5 (91)
**remember** [rɪ'membə]:
**1.** daran denken, nicht vergessen 5
**remember to do sth.** daran denken, etwas zu tun 5
**2.** sich erinnern an 5
**remember doing sth.** sich daran erinnern, etwas getan zu haben 5
**remind sb. of sth.** [rɪ'maɪnd] jn. an etwas erinnern 8: 3 (53)
**rent** [rent]:
**1.** Miete 8: 1 (14)
**2.** mieten; leihen 8: 1 (14)
**repair** [rɪ'peə]:
**1.** Reparatur 8: 3 (46/47)
**2.** reparieren 8: 3 (46/47)
**repeat** [rɪ'pi:t] wiederholen 6
**Repeat after me.** Sprich/Sprecht mir nach. 6
**replace (with)** [rɪ'pleɪs] ersetzen (durch), austauschen (gegen) 8: 3 (52)
**report** [rɪ'pɔ:t]:
**1.** Bericht, Referat 6
**2. report (on)** berichten (über) 6
°**require** [rɪ'kwaɪə] erfordern, benötigen
°**required** [rɪ'kwaɪəd] erforderlich
**research** [rɪ'sɜ:tʃ] Forschung(en), Recherche(n) 6 **do research** recherchieren 6
**reservation,** *infml auch* **rez** [rezə'veɪʃn] Reservat *(Gebiet)* 8: 2 (26/27)
**respect** [rɪ'spekt]:
**1.** Respekt 8: 2 (33)
**2.** respektieren, achten 8: 2 (33)
**respectful** [rɪ'spektfl] respektvoll 8: 2 (33)
**responsibility** [rɪspɒnsə'bɪlətɪ] Verantwortung; Zuständigkeit 8: 1 (15)
**responsible (for)** [rɪ'spɒnsəbl] verantwortlich (für); verantwortungsbewusst 8: 1 (15)
**restaurant** ['restrɒnt] Restaurant 5 **at a restaurant** in einem Restaurant 5
**restroom** ['restru:m] *(AE)* Toilette *(in öffentlichen Gebäuden)* 8: 1 (23)
**result** [rɪ'zʌlt]:
**1.** Ergebnis 6
**as a result** folglich, demzufolge 6
°**2. result in** führen zu
**résumé** ['rezjumeɪ] *(AE)* Lebenslauf 8: 1 (22)
**reuse** [ri:'ju:z] wiederverwenden 8: 3 (53)
**review** [rɪ'vju:]:
**1.** Besprechung, Rezension, Kritik 7
**2.** besprechen, rezensieren; überprüfen 7
**revise** [rɪ'vaɪz] *(Lernstoff)* wiederholen 7
**revision** [rɪ'vɪʒn] Wiederholung *(von Lernstoff)* 7
°**rewrite** [ri:'raɪt], **rewrote, rewritten** neu schreiben, umschreiben
°**rewritten** [ri:'rɪtn] *siehe* **rewrite**
°**rewrote** [ri:'rəʊt] *siehe* **rewrite**
**rez** [rez] *siehe* **reservation**
**rhyme** [raɪm]:
**1.** (sich) reimen 8: 1 (25)
**2.** Reim 8: 1 (25)
**rhythm** ['rɪðəm] Rhythmus 8: 1 (25)
**rice** [raɪs] Reis 5
**rich** [rɪtʃ] reich 5
**ridden** ['rɪdn] *siehe* **ride**
**ride** [raɪd], **rode, ridden** reiten 5 **ride a bike** mit dem Fahrrad fahren 5 **ride a horse** ein Pferd reiten 5
**rider** ['raɪdə] Reiter/in; Fahrer/in *(z. B. Fahrrad)* 8: 5 (86)
**rig** [rɪg]: **oil rig** Ölbohrinsel 6
**right** [raɪt]:
**1.** richtig 5
**be right** Recht haben 6
**2.** rechts; nach rechts 5
**on the right** rechts, auf der rechten Seite 5
**right** [raɪt] Recht 7 **a right to a fair trial** ein Recht auf ein faires Gerichtsverfahren 8: 4 (62) **civil rights** *(pl)* Bürgerrechte 8: 4 (60/61)
**ring** [rɪŋ] Ring 6
**ring** [rɪŋ], **rang, rung** läuten, klingeln 7
**rink** [rɪŋk]: **(skating) rink** Schlittschuhbahn 5
**rise** [raɪz], **rose, risen** sich erheben; (an)steigen 8: 3 (57)
**risen** ['rɪzən] *siehe* **rise**
**river** ['rɪvə] Fluss 6 **on the river** am Fluss 8: 2 (28)
**roach** [rəʊtʃ] *(AE, infml)* Kakerlak(e), (Küchen-)Schabe 8: 1 (14)
**road** [rəʊd] Straße *(Landstraße zwischen Orten; Straße in Orten)* 6
**roast meat** [rəʊst 'mi:t] Braten 6
**roasted** [rəʊstɪd] gebraten, geröstet 6
**robot** ['rəʊbɒt] Roboter 8: 3 (44/45)
**rock** [rɒk]:
**1.** Felsen 6
°**2.** Zuckerstange
**rode** [rəʊd] *siehe* **ride**
**rodeo** ['rəʊdiəʊ] Rodeo 8: 5 (86)
°**role** [rəʊl] Rolle *(Film, Theater)*
**role model** ['rəʊl mɒdl] Vorbild 8: 4 (60/61)
°**role-play** ['rəʊl pleɪ]:
**1.** Rollenspiel
**2. role-play sth.** etwas in einem Rollenspiel darstellen
**roll** [rəʊl] rollen; (sich) verdrehen *(Augen)* 7 **roll your eyes** die Augen verdrehen 7
**Roman** ['rəʊmən] Römer/in; römisch 7
**roof** [ru:f] Dach 8: 3 (46/47)
**room** [ru:m], [rʊm] Raum, Zimmer 5
**roommate** ['ru:mmeɪt] Zimmergenosse/-genossin 7
**root** [ru:t] Wurzel 7
**rose** [rəʊz] *siehe* **rise**
**round** [raʊnd]:
**1.** rund 7
**2.** Runde 7
**3. round ...** um (... herum), in ... umher 7
**turn round** (sich) umdrehen 5
**route** [ru:t] Route, Weg 8: 1 (12)
**royal** ['rɔɪəl] königlich 7
**RSVP** [ɑ:r es vi: 'pi] um Antwort wird gebeten 5
**rub** [rʌb] reiben, scheuern 8: 2 (28)
**rubber** ['rʌbə] Radiergummi 5
**rubbish** ['rʌbɪʃ] (Haus-)Müll, Abfall 5
**rucksack** ['rʌksæk] *(BE)* Rucksack 6
**rude** [ru:d] unhöflich, frech 7
**rug** [rʌg] Teppich, Läufer 7
**rule** [ru:l] Regel 6
**ruler** ['ru:lə] Lineal 5

**run** [rʌn]**, ran, run** rennen, laufen 5
**run after sb.** jm. nachlaufen 6
**rung** [rʌŋ] *siehe* **ring**

## S

**sacred** ['seɪkrɪd] heilig 8: 2 (41)
**sad** [sæd] traurig 5
**saddle** ['sædl]**:**
**1.** Sattel 8: 5 (87)
**2.** satteln 8: 5 (87)
**sadness** ['sædnəs] Traurigkeit 7
**safe** [seɪf] sicher *(gefahrlos)* 6
**safety** ['seɪfti] Sicherheit 8: 2 (35)
**said** [sed] *siehe* **say**
**sail** [seɪl] segeln, *(mit dem Schiff)* fahren 5
**salad** ['sæləd] Salat *(als Gericht oder Beilage)* 5
**salmon, *pl* salmon** ['sæmən] Lachs 8: 3 (57)
**salt** [sɔːlt] Salz 6
**salty** ['sɔːlti] salzig 6
**same** [seɪm]**: the same** gleich; derselbe/dieselbe/dasselbe; dieselben 5
**sand** [sænd] Sand 6
**°sandals** *(pl)* ['sændlz] Sandalen
**sang** [sæŋ] *siehe* **sing**
**sat** [sæt] *siehe* **sit**
**Saturday** ['sætədeɪ], ['sætədi] Samstag 5
**sauce** [sɔːs] Soße 5
**sausage** ['sɒsɪdʒ] (Brat-, Bock-) Würstchen, Wurst 6
**save** [seɪv]**:**
**1.** retten 6
**2.** sparen 6
**saw** [sɔː] *siehe* **see**
**Saxon** ['sæksn] Sachse/Sächsin; sächsisch 7
**say** [seɪ]**, said, said** sagen 5 **Say hi to everyone.** Grüß/t alle. 7 **say sorry to sb.** sich bei jm. entschuldigen 5 **it says that ...** es (be) sagt, dass ... 5
**scalp** [skælp] Kopfhaut 8: 5 (81)
**scan (a text for)** [skæn] (einen Text) überfliegen (nach), absuchen (nach) 7
**scar** [skɑː]**:**
**1.** Narbe 8: 4 (72)
**2. scar sb.** bei jm. Narben hinterlassen 8: 4 (72)
**be scarred** Narben haben 8: 4 (72)
**scared** [skeəd] ängstlich, verängstigt 5 **be scared (of)** Angst haben (vor) 5
**scarf, *pl* scarves** [skɑːf] Schal 7
**scarves** [skɑːvz] *Plural von* **scarf** 7
**scary** ['skeəri] unheimlich, beängstigend, gruselig 6
**scene** [siːn] Szene 7
**schedule** ['ʃedʒuːl]**:**
**1.** Stundenplan 6
**2.** Zeitplan 8: 1 (22)
**school** [skuːl] Schule 5 **at school** in der Schule 5
**school club** [klʌb] AG *(in der Schule)* 5
**schoolbag** ['skuːlbæg] Schultasche 5
**science** ['saɪəns] Naturwissenschaft 5
**°scientific** [saɪən'tɪfɪk] wissenschaftlich
**scientist** ['saɪəntɪst] (Natur-)Wissenschaftler/in 7
**scooter** ['skuːtə] (Motor-)Roller 5
**score** [skɔː]**:**
**1.** erzielen *(Punkt/Tor/Treffer)* 6
**2.** Spiel-/Punktestand; *(im Spiel/Sport erzielter)* Punkt 6
**scrapbook** ['skræpbʊk] Sammelalbum; Notizbuch 8: 4 (64)
**scrape** [skreɪp] kratzen, schaben 7
**scream** [skriːm]**:**
**1.** Schrei 8: 4 (73)
**2.** schreien 8: 4 (73)
**screen** [skriːn] Bildschirm 6
**script** [skrɪpt] Drehbuch 7
**sculpture** ['skʌlptʃə] Skulptur 8: 3 (52)
**sea** [siː] Meer, (die) See 5
**sea level** ['siː levl] Meeresspiegel 8: 4 (68)
**seafood** ['siːfuːd] Meeresfrüchte 8: 4 (66)
**seal** [siːl] Robbe, Seehund 8: 5 (80)
**search (for sth.)** [sɜːtʃ]**:**
**1.** (etwas/nach etwas) suchen 8: 2 (26/27)
**2.** Suche (nach etwas) 8: 2 (26/27)
**search engine** ['sɜːtʃ endʒɪn] Suchmaschine 8: 2 (36)
**season** ['siːzn] Jahreszeit; Saison 8: 5 (81)
**seat** [siːt] (Sitz-)Platz 8: 3 (46/47) **take a seat** Platz nehmen 8: 3 (46/47)
**second** ['sekənd] zweite(r, s) 5
**Secondly, ...** ['sekəndli] Zweitens ... 7
**seconds** *(pl)* ['sekəndz] Nachschlag 6
**secret** ['siːkrət]**:**
**1.** Geheimnis 7
**2.** geheim 7
**in secret** im Geheimen 7
**°section** ['sekʃn] Abschnitt
**°sector** ['sektə] Sektor, Bereich
**security** [sɪ'kjʊərəti] Sicherheit 8: 3 (46/47)
**see** [siː]**, saw, seen** sehen 5 **See you tomorrow.** Bis morgen. 5
**seem (to be/do)** [siːm] erscheinen; (zu sein / zu tun) scheinen 6
**seen** [siːn] *siehe* **see**
**segregation** [segrɪ'geɪʃn] Trennung *(nach Hautfarbe/Religion/Geschlecht)* 8: 4 (60/61)
**self-defence** [self dɪ'fens] Selbstverteidigung 7
**self-driving car** [self draɪvɪŋ 'kɑː] selbstfahrendes Auto 8: 3 (46/47)
**sell** [sel]**, sold, sold** verkaufen 5
**send** [send]**, sent, sent** senden, schicken 5
**sense** [sens] Sinn 8: 5 (80) **sense of smell** Geruchssinn 8: 5 (80) **sense of touch** Tastsinn 8: 5 (80) **make sense** Sinn machen 8: 5 (80)
**sent** [sent] *siehe* **send**
**sentence** ['sentəns] Satz 5
**September** [sep'tembə] September 5
**series, *pl* series** ['sɪəriːz] Serie, Sendereihe 6
**serious** ['sɪəriəs] ernst 6
**°services** *(pl)* ['sɜːvɪsɪz] Dienstleistungen
**set** [set]**:**
**1. (tea) set** Set, Garnitur, (Tee-) Service 5
**2. set, set, set** stellen, legen, setzen 7
**set off** aufbrechen *(sich auf den Weg machen)* 8: 5 (90) **set sth. up** etwas einrichten, aufbauen 7 **set the table** den Tisch decken 7
**setting** ['setɪŋ] Schauplatz *(z. B. Film/Geschichte)* 7
**settle** ['setl] sich niederlassen, sich ansiedeln 7
**settler** ['setlə] Siedler/in 7
**seven** ['sevn] sieben 5
**several** ['sevrəl] mehrere, einige 7
**sew** [səʊ]**, sewed, sewn** nähen 7
**sewing machine** ['səʊɪŋ məʃiːn] Nähmaschine 7
**sewn** [səʊn] *siehe* **sew**
**sexuality** [sekʃu'ælәti] Sexualität 8: 2 (39)
**shadow** ['ʃædəʊ] Schatten *(Umriss)* 8: 2 (29)
**shake** [ʃeɪk]**, shook, shaken:**
**1.** schütteln 6
**2.** zittern 7
**shaken** ['ʃeɪkən] *siehe* **shake**
**shallow** ['ʃæləʊ] flach, seicht; oberflächlich 7

**shame** [ʃeɪm] Scham; Schande 8: 2 (38) **Shame on you!** Schäm dich! / Schämt euch! 8: 2 (38) **a shame** eine Schande; schade 8: 2 (38)
**shamrock** ['ʃæmrɒk] Kleeblatt 7
**share** [ʃeə] teilen 5 **share a room (with ...)** sich ein Zimmer teilen mit ... 5
**shark** [ʃɑːk] Hai 7
**sharpener** ['ʃɑːpnə] Spitzer 5
**shave** [ʃeɪv]:
**1.** (sich) rasieren 8: 2 (38)
**2.** Rasur 8: 2 (38)
**she** [ʃiː] sie *(weibliche Person)* 5
**shelf, *pl* shelves** [ʃelf] Regal 5
**shelter** ['ʃeltə] (Obdachlosen-)Unterkunft; Schutzraum, Unterstand 8: 1 (14)
**shelves** [ʃelvz] *Plural von* **shelf** 5
**ship** [ʃɪp] Schiff 5
**shirt** [ʃɜːt] Hemd 5
**shock** [ʃɒk]:
**1.** Schock 8: 4 (68)
**2. shock sb.** jn. schockieren 8: 4 (68)
**shoe** [ʃuː] Schuh 5 **in sb.'s shoes** an jds. Stelle 7
**°shoehorn** ['ʃuːhɔːn] Schuhanzieher
**shook** [ʃʊk] *siehe* **shake**
**shoot** [ʃuːt], **shot, shot** (er)schießen 8: 2 (32)
**shooter** ['ʃuːtə] Schütze/Schützin 8: 2 (34)
**shooting** ['ʃuːtɪŋ] Schießerei 8: 2 (32)
**shop** [ʃɒp] Laden, Geschäft 5
**shop assistant** ['ʃɒp əsɪstənt] Verkäufer/in 5
**shopping** ['ʃɒpɪŋ] *(das)* Einkaufen 5 **go shopping** einkaufen gehen 5
**shopping centre** ['ʃɒpɪŋ sentə] Einkaufszentrum 5
**shopping list** ['ʃɒpɪŋ lɪst] Einkaufsliste 6
**shore** [ʃɔː] Ufer; Küste 8: 5 (90)
**short** [ʃɔːt]:
**1.** kurz 5
**2.** klein *(Personen)* 6
**shorts** *(pl)* [ʃɔːts] kurze Hose 5
**shot** [ʃɒt]:
**1.** *siehe* **shoot**
**2.** Schuss; Wurf *(Sport)* 8: 2 (32)
**3.** Aufnahme, Foto; *(Film)* Einstellung 8: 2 (32)
**should** [ʃʊd]: **we should ...** wir sollten ... 5
**shoulder** ['ʃəʊldə] Schulter 6
**shout** [ʃaʊt] rufen 5
**shovel** ['ʃʌvl] Schaufel 8: 5 (81)
**show** [ʃəʊ], **showed, shown** zeigen 7
**shower** ['ʃaʊə] Dusche 5 **have a shower** (sich) duschen 5
**shown** [ʃəʊn] *siehe* **show**
**shrug** [ʃrʌg]:
**1.** Achselzucken 7
**2. shrug (your shoulders)** mit den Achseln/Schultern zucken 7
**shy** [ʃaɪ] scheu, schüchtern 6
**sick** [sɪk] krank 6 **be sick** sich übergeben 6 **I feel sick.** Mir ist schlecht 6
**side** [saɪd] Seite *(z. B. Straßenseite)* 7
**side dish** ['saɪd dɪʃ] Beilage 6
**sidewalk** ['saɪdwɔːk] *(AE)* Bürgersteig 6
**sight** [saɪt]:
**1.** Anblick, Bild 6
**2.** Sehenswürdigkeit 6
**sightseeing** ['saɪtsiːɪŋ] Besichtigungen *(von Sehenswürdigkeiten)* 6
**sign** [saɪn] Schild, Zeichen 6
**sign language** ['saɪn læŋgwɪdʒ] Zeichensprache, Gebärdensprache 7
**signature** ['sɪgnətʃə] Unterschrift 7
**silence** ['saɪləns]:
**1.** Stille; Schweigen 8: 2 (38)
**2.** zum Schweigen bringen 8: 2 (38)
**silly** ['sɪli] dumm, blöd; albern 7
**silver** ['sɪlvə] Silber 7
**similar (to sb./sth.)** ['sɪmələ] (jm./einer Sache) ähnlich 7
**simple** ['sɪmpl] einfach 6
**since** [sɪns]:
**1.** seit 6
**2.** weil, da 8: 3 (54)
**since then** [sɪns 'ðen] seitdem 7
**sincerely** [sɪn'sɪəliː]: **Sincerely (yours)** *(AE)* Mit freundlichen Grüßen *(Briefschluss)* 8: 5 (88) **Yours sincerely** Mit freundlichen Grüßen *(Briefschluss)* 8: 5 (88)
**sing** [sɪŋ], **sang, sung** singen 5
**singer** ['sɪŋə] Sänger/in 5
**single** ['sɪŋgl] Einzel-, einzelne(r, s) 7
**single room** [sɪŋgl 'ruːm] Einzelzimmer 7
**sir** [sɜː]: **Dear Sir or Madam** Sehr geehrte Damen und Herren 8: 5 (88)
**°siren** ['saɪrən] Sirene
**sister** ['sɪstə] Schwester 5
**sit** [sɪt], **sat, sat:**
**1.** sitzen; sich setzen 5
**sit down** sich (hin)setzen 5 **sit up** sich aufsetzen, sich gerade hinsetzen 7
**2.** (herum-)stehen, (herum-)liegen 7
**site** [saɪt] *(kurz für)* Website; Stelle, Platz, Stätte 7
**situation** [sɪtʃu'eɪʃn] Situation 6
**six** [sɪks] sechs 5
**size** [saɪz] Größe 5 **What size do you take?** Welche Größe hast du? 5
**skate** [skeɪt] Skateboard fahren 7
**skate park** ['skeɪt pɑːk] Skatepark 7
**skateboard** ['skeɪtbɔːd]:
**1.** Skateboard 7
**2.** Skateboard fahren 7
**skating** ['skeɪtɪŋ] Schlittschuhlaufen; (Inline-)Skaten 5
**skating rink** ['skeɪtɪŋ rɪŋk] Schlittschuhbahn 5
**ski** [skiː] Ski laufen, Ski fahren 5
**skill** [skɪl] Fähigkeit, Fertigkeit 7
**skim a text** [skɪm] einen Text überfliegen *(um den Inhalt grob zu erfassen)* 7
**skin** [skɪn] Haut; Schale *(z. B. Banane)* 8: 2 (39)
**skinny** ['skɪni] mager, dürr; *(Kleidung)* eng anliegend 8: 1 (22)
**skirt** [skɜːt] Rock 5
**sky** [skaɪ] Himmel 8: 4 (73)
**skyscraper** ['skaɪskreɪpə] Wolkenkratzer 6
**slave** [sleɪv] Sklave, Sklavin 7
**slavery** ['sleɪvəri] Sklaverei 8: 4 (60/61)
**sleep** [sliːp]:
**1.** Schlaf 6
**2. sleep, slept, slept** schlafen 5
**sleeping bag** ['sliːpɪŋ bæg] Schlafsack 8: 3 (57)
**sleepless** ['sliːpləs] schlaflos 6
**slept** [slept] *siehe* **sleep**
**slide** [slaɪd] Dia; Folie *(Präsentationssoftware)* 7
**slip** [slɪp] (aus)rutschen 8: 5 (90)
**sloppy** ['slɒpi] schlabberig; nachlässig, schludrig 7
**slow** [sləʊ] langsam 5
**small** [smɔːl] klein 5
**smart** [smɑːt]:
**1.** schick 5
**2.** intelligent, clever 8: 3 (46/47)
**smell** [smel]:
**1.** riechen; schlecht riechen 5
**2.** Geruch; Gestank 6
**smile** [smaɪl]:
**1.** lächeln 5
**2.** *(ein/das)* Lächeln 5

**snake** [sneɪk] Schlange 7
**snapshot** ['snæpʃɒt] Schnappschuss 7
**sneaker** ['sniːkə] *(AE)* Sportschuh 8: 1 (22)
**snow** [snəʊ]:
**1.** Schnee 5
**2.** schneien 6
°**snow tubing** ['snəʊ tjuːbɪŋ] Reifenrodeln
**snowy** ['snəʊi] schneebedeckt; verschneit 5
**so** [səʊ]:
**1.** so 6
**so many** so viele 6
**2.** also, daher 5
**3. so (that)** sodass 7
**soap** [səʊp] Seife 6
**soccer** ['sɒkə] Fußball 6
**social** ['səʊʃl] sozial 7
**social media** *(pl)* [səʊʃl 'miːdiə] soziale Medien 7 **on social media** in den sozialen Medien 7
**sock** [sɒk] Socke 7
**soft** [sɒft] weich; *(Stimme)* leise 7 **in a soft voice** mit leiser Stimme 7
**sold** [səʊld] *siehe* **sell**
**soldier** ['səʊldʒə] Soldat/in 7
**solution (to a problem)** [sə'luːʃn] Lösung (eines Problems) 7
**solve** [sɒlv] lösen *(Rätsel, Problem)*, lüften *(Geheimnis)* 8: 3 (46/47)
**some** [sʌm], [səm] einige, ein paar; etwas, ein wenig 5 **Would you like some tea/potatoes?** Möchtest du (etwas) Tee / (ein paar) Kartoffeln? 5
**somebody** ['sʌmbədi] jemand 6
**someone** ['sʌmwʌn] jemand 6
**something** ['sʌmθɪŋ] etwas 5
**sometimes** ['sʌmtaɪmz] manchmal 5
**somewhere** ['sʌmweə] irgendwo(hin) 6
**son** [sʌn] Sohn 7
**song** [sɒŋ] Lied 5
**songwriter** ['sɒŋraɪtə] Songwriter/in, Liedermacher/in 6
**soon** [suːn] bald 5 **as soon as** sobald; so bald wie 8: 1 (22)
**sore** [sɔː]: **a sore throat** Halsschmerzen 6
**sorry** ['sɒri]: **Sorry. / I'm sorry.** Tut mir leid. / Entschuldigung. 5 **say sorry to sb.** sich bei jm. entschuldigen 5
**sound** [saʊnd]:
**1.** Geräusch; Klang, Laut 6
**2.** Ton *(Fernseher, Radio)* 8: 3 (50)
**3.** klingen 6
**it sounds fun** es klingt, als ob es Spaß macht 6
**soundtrack** ['saʊndtræk] Filmmusik; Tonspur 7
**soup** [suːp] Suppe 6
**sour** [saʊr] sauer 6
**sour cream** ['saʊr kriːm] saure Sahne 6
**source** [sɔːs] Quelle *(z. B. Website, Text)* 7
**south** [saʊθ] Süden; südlich; Süd- 6
**south-east** [saʊθ'iːst] Südosten, südöstlich 6
**south-west** [saʊθ'west] Südwesten, südwestlich 6
**southbound** ['saʊθbaʊnd] in Richtung Süden *(Zug, Bus)* 6
**southern** ['sʌðən] südlich, Süd- 7
**space** [speɪs] Raum, Fläche; Platz; Weltraum 8: 3 (46/47)
**spade** [speɪd] Spaten, Schaufel 7
**speak** [spiːk], **spoke, spoken** sprechen 5
**speaker** ['spiːkə]:
**1.** Sprecher/in 7
**2.** Lautsprecher 8: 3 (46/47)
**special** ['speʃl]:
**1.** besondere(r, s) 5
**2.** Sonderausgabe *(Magazin)*, Sondersendung *(Fernsehen)* 6
**specific** [spə'sɪfɪk] bestimmte(r, s), spezielle(r, s); genau, präzise 7
**speech** [spiːtʃ] Rede, Ansprache; Sprache 8: 2 (38) **give a speech** eine Rede halten 8: 2 (38)
**speech bubble** ['spiːtʃ bʌbl] Sprechblase 5
**speed** [spiːd]:
**1.** Geschwindigkeit 8: 3 (57) **at a speed of ...** mit einer Geschwindigkeit von ... 8: 3 (57)
**2. speed, sped, sped** rasen, zu schnell fahren 8: 3 (57)
**speed climber** ['spiːd klaɪmə] Speed-Kletterer/-in *(Geschwindigkeitskletterer/in)* 8: 3 (57)
**speed climbing** ['spiːd klaɪmɪŋ] Speed(-Klettern) *(Geschwindigkeitsklettern)* 8: 3 (57)
**spell** [spel] buchstabieren 5 °**spell sth. out** etwas buchstabieren
**spelling** ['spelɪŋ] Schreibweise, Rechtschreibung 5
**spend** [spend], **spent, spent**:
**1.** ausgeben 5
**spend 235 euros (on)** 235 Euro ausgeben (für) 5
**2. spend time** Zeit verbringen 5
**spent** [spent] *siehe* **spend**
**spice** [spaɪs] Gewürz 6
**spicy** ['spaɪsi] würzig 6
**spider** ['spaɪdə] Spinne 5
°**spike** [spaɪk] Spitze, Zacke *(Krone)*
**spin** [spɪn], **spun, spun** (sich) drehen 7
**spirit** ['spɪrɪt] Geist, Seele 8: 2 (29)
**spoke** [spəʊk] *siehe* **speak**
**spoken** ['spəʊkən] *siehe* **speak**
**sponsor** ['spɒnsə]:
**1.** sponsern 7
**2.** Sponsor/in 7
**spoon** [spuːn] Löffel 7
**sport** [spɔːt] Sport; Sportart 5 **do sport** Sport treiben 5 **play sport(s)** Sport treiben 7
**sportsperson,** *pl* **sportspeople** ['spɔːtspɜːsn] Sportler/in 8: 4 (65)
**sporty** ['spɔːti] sportlich 7
**spread (sth.)** [spred], **spread, spread** (etwas) verbreiten *(Virus, Krankheit)*; sich ausbreiten 7
**spring** [sprɪŋ] Frühling 8: 5 (81)
**spun** [spʌn] *siehe* **spin**
**square** [skweə] Kästchen, Spielfeld; Platz *(in der Stadt)* 7 **km² = square kilometre(s)** Quadratkilometer 8: (8)
**St = Saint** [seɪnt] St = Sankt 7
**stadium** ['steɪdiəm] Stadion 6
°**stamp** [stæmp] Briefmarke
**stand** [stænd], **stood, stood** stehen; sich (hin)stellen 6 **stand up** aufstehen 5 **stand up (straight)** (gerade) stehen; sich (gerade) hinstellen 7
**stand-alone** ['stænd ələʊn] eigenständig; autark 8: 3 (50)
**star** [stɑː] Stern 5
**stare** [steə]:
**1. stare (at)** (an)starren 8: 5 (90)
**2.** *(das)* Starren, starrer Blick 8: 5 (90)
**start** [stɑːt]:
**1.** Anfang, Start 7
**2.** beginnen, anfangen (mit) 5 **start a business** ein Geschäft aufmachen, einen Betrieb gründen/eröffnen 7
**starting point** ['stɑːtɪŋ pɔɪnt] Ausgangspunkt 7
**starve** [stɑːv] verhungern 7
**state** [steɪt]:
**1.** (Bundes-)Staat 6
**2.** Zustand 8: 1 (13) **state of mind** Gefühlslage, Geisteszustand 8: 1 (13)
°**statement** ['steɪtmənt] Aussage(satz)
**station** ['steɪʃn]:
**1.** Bahnhof 5

**2. (radio/TV) station** (Radio-/Fernseh-)Sender 8: 3 (51)
**statistics** *(pl)* [stə'tɪstɪks] Statistik(en) 7
**statue** ['stætʃuː] Statue 7
**stay** [steɪ] bleiben; übernachten 5
**steal** [stiːl]**, stole, stolen** stehlen, rauben 7
**steer** [stɪə] steuern, lenken 8: 3 (46/47)
**steering wheel** ['stɪərɪŋ wiːl] Lenkrad, Steuer 8: 3 (46/47)
**step** [step] Stufe; Schritt 5 **step by step** Schritt für Schritt 7
**stepbrother** ['stepbrʌðə] Stiefbruder 5
**stepdad** ['stepdæd] Stiefvater 5
**stepfather** ['stepfaːðə] Stiefvater 5
**stepmother** ['stepmʌðə] Stiefmutter 5
**stepmum** ['stepmʌm] Stiefmutter 5
**stepsister** ['stepsɪstə] Stiefschwester 5
**stereotype** ['steriətaɪp] Stereotyp, Klischee(vorstellung) 8: 2 (26/27)
**stereotypical** [steriə'tɪpɪkl] stereotyp, klischeehaft 8: 2 (26/27)
**stew** [stjuː] Eintopf(gericht) 7
**stick** [stɪk] Stock; Schläger *(Sport)* 7
**still** [stɪl] (immer) noch; trotzdem 6
**stole** [stəʊl] *siehe* **steal**
**stolen** ['stəʊlən] *siehe* **steal**
**stomach** ['stʌmək] Bauch; Magen 6
**stomach ache** ['stʌmək eɪk] Bauchschmerzen, Magenschmerzen 6
**stone** [stəʊn] Stein 6
**stone circle** [stəʊn 'sɜːkl] Steinkreis 6
**stood** [stʊd] *siehe* **stand**
**stoop** [stuːp] *(AE)* kleine Terrasse vor der Tür 8: 1 (21)
**stop** [stɒp]**:**
**1.** (an)halten; stoppen; aufhören (mit) 5
**stop sb. doing sth.** jn. davon abhalten, etwas zu tun 7
**2.** Halt, Haltepunkt 6
**bus stop** Bushaltestelle 6
**store** [stɔː] Geschäft 8: 1 (23)
**storm** [stɔːm] Sturm; Gewitter 5
**stormy** ['stɔːmi] stürmisch 5
**story** ['stɔːri] Geschichte 5
**straight** [streɪt]**:**
**1.** gerade; *(Haare)* glatt 6
**2.** heterosexuell 8: 2 (38)
**straight on** [streɪt 'ɒn] geradeaus (weiter) 5
**strange** [streɪndʒ] seltsam, sonderbar 6
**stranger** ['streɪndʒə] Fremde/r 7
**strap** [stræp] Gurt, Riemen 8: 5 (88)
**strategy** ['strætədʒi] Strategie 7
**strawberry** ['strɔːbəri] Erdbeere 5
**street** [striːt] Straße *(in Ortschaften)* 5
**streetlight** ['striːt laɪt] Straßenlaterne 8: 4 (72)
**stress** [stres]**:**
**1.** betonen 8: 1 (14)
**2.** Betonung 8: 1 (14)
**strict** [strɪkt] streng 5
**stripe** [straɪp] Streifen 8: (9)
**strong** [strɒŋ] stark 6
**structure** ['strʌktʃə]**:**
**1.** strukturieren, aufbauen 7
**2.** Struktur 7
**student** ['stjuːdnt] Schüler/in; Student/in 5
**study** ['stʌdi] studieren; lernen *(z. B. für Prüfungen)* 7
**stuff** [stʌf] *(infml)* Zeug, Kram 8: 3 (53)
**stupid** ['stjuːpɪd] dumm, blöd 5
**style** [staɪl] Stil; Art 7
**subject** ['sʌbdʒɪkt]**:**
**1.** (Schul-)Fach 5
**2.** Thema 6
**subscribe to sth.** [səb'skraɪb] etwas abonnieren 7
**subscriber** [səb'skraɪbə] Abonnent/in 7
**subtitles** *(pl)* ['sʌbtaɪtlz] Untertitel 8: 5 (85)
**subway** ['sʌbweɪ] *(AE)* U-Bahn 8: 1 (12)
**success** [sək'ses] Erfolg 8: 3 (51)
**successful** [sək'sesfl] erfolgreich 7
**such (a)** [sʌtʃ] so(lch) (ein/e) 8: 2 (37)
**such as** ['sʌtʃ əz] wie (zum Beispiel) 8: 2 (37)
**suddenly** ['sʌdənli] plötzlich, auf einmal 6
**sugar** ['ʃʊgə] Zucker 6
**sugary** ['ʃʊgəri] zuckrig, zuckerhaltig 6
**suggest** [sə'dʒest] vorschlagen 7
**suggestion** [sə'dʒestʃən] Vorschlag 8: 5 (82)
**suicide** ['suːɪsaɪd] Selbstmord; Selbstmörder/in 8: 2 (34)
**suit** [suːt]**:**
**1.** (Herren-)Anzug; (Damen-)Kostüm 7
**2. suit (sb.)** geeignet sein für, passen (zu); jm. stehen *(Frisur, Kleidung)* 7
**°suitable (for)** ['suːtəbl] geeignet (für)
**sum sth. up** [sʌm 'ʌp] etwas zusammenfassen 7 **To sum up,** Um (es) zusammenzufassen, ... / Zusammenfassend kann man sagen, ... 7
**summer** ['sʌmə] Sommer 5
**summer camp** ['sʌmə kæmp] Ferienlager *(im Sommer)* 6
**sun** [sʌn] Sonne 5
**Sunday** ['sʌndeɪ], ['sʌndi] Sonntag 5
**sung** [sʌŋ] *siehe* **sing**
**sunglasses** *(pl)* ['sʌnglaːsɪz] Sonnenbrille 6
**sunny** ['sʌni] sonnig 5
**superhero, *pl* superheroes** ['suːpəhɪərəʊ] Superheld/in 7
**supermarket** ['suːpəmaːkɪt] Supermarkt 5
**superpower** ['suːpəpaʊə] Superkraft 7
**superstrong** [suːpə'strɒŋ] superstark 7
**support** [sə'pɔːt] unterstützen 6
**supporter** [sə'pɔːtə] Anhänger/in, Fan 8: 2 (39)
**sure** [ʃʊə], [ʃɔː] sicher *(ohne Zweifel)* 6 **make sure that ...** sicherstellen, dass ...; dafür sorgen, dass ... 7
**surprise** [sə'praɪz]**:**
**1.** überraschen 7
**2.** Überraschung 7
**surprised** [sə'praɪzd] überrascht 6
**surprisingly** [sə'praɪzɪŋli] überraschenderweise, überraschend *(Adv.)* 8: 5 (80)
**survey** ['sɜːveɪ] Umfrage 6 **do a survey** eine Umfrage durchführen 6
**survival** [sə'vaɪvl] Überleben 8: 2 (38)
**survive** [sə'vaɪv] überleben 8: 2 (38)
**survivor** [sə'vaɪvə] Überlebende/r 8: 2 (38)
**sushi** ['suːʃi] Sushi 5
**suspicious (of)** [sə'spɪʃəs] verdächtig; misstrauisch (gegenüber) 8: 4 (62)
**sustainable** [sə'steɪnəbl] nachhaltig, umweltverträglich; zukunftsfähig 8: 3 (53)
**swallow** ['swɒləʊ] (ver)schlucken 8: 5 (91)
**swam** [swæm] *siehe* **swim**
**swamp** [swɒmp] Sumpf 8: 2 (28)
**swap** [swɒp] tauschen 5
**sweat** ['swet]**:**
**1.** Schweiß 8: 1 (23)
**2.** schwitzen 8: 1 (23)
**sweet** [swiːt] süß 7
**sweets** *(pl)* [swiːts] Süßigkeiten 5

**swim** [swɪm]**, swam, swum** schwimmen 5
**swimming costume** ['swɪmɪŋ kɒstjuːm] Badeanzug 6
**swimming pool** ['swɪmɪŋ puːl] Schwimmbad 5
**swimming trunks** *(pl)* ['swɪmɪŋ trʌŋks] Badehose 6
**°swimsuit** ['swɪmsuːt] Badeanzug
**switch** [swɪtʃ]**:**
**1.** Schalter 7
**2. switch sth. on/off** etwas einschalten / ausschalten 7
**swum** [swʌm] *siehe* **swim**
**symbol (of)** ['sɪmbl] Symbol (für) 7
**synonym** ['sɪnənɪm] Synonym *(Wort mit gleicher Bedeutung)* 8: 5 (91)
**system** ['sɪstəm] System 8: 3 (50)

## T

**table** ['teɪbl]**:**
**1.** Tisch 5
**2.** Tabelle 6
**table tennis** ['teɪbl tenɪs] Tischtennis 5
**tablet** ['tæblət] Tablette, Pille 8: 4 (71)
**tail** [teɪl] Schwanz 8: 5 (90)
**take** [teɪk]**, took, taken:**
**1.** dauern, *(Zeit)* brauchen, in Anspruch nehmen 5
**2.** (mit)nehmen; bringen 5 **take (a test / an exam)** *(einen Test / eine Prüfung)* machen 8: 2 (37) **take a break** Pause machen, abschalten 7 **take a photo** ein Foto machen 5 **take notes** sich Notizen machen 7 **take off** wegnehmen, aus dem Spiel nehmen 7 **take sb.'s blood pressure** bei jm. Blutdruck messen 8: 4 (71) **take sb.'s temperature** bei jm. Fieber messen 8: 4 (71) **take sth. off** etwas ausziehen, ablegen 6 **take your eyes off sth.** den Blick abwenden von etwas 8: 1 (23) **°take turns** sich abwechseln
**takeaway** ['teɪkəweɪ] Schnellrestaurant; Essen zum Mitnehmen 6
**taken** ['teɪkn] *siehe* **take**
**tale** [teɪl] Erzählung, Geschichte 7
**talent** ['tælənt] Talent 8: 4 (65)
**talented** ['tæləntɪd] begabt, talentiert 8: 4 (65)
**talk** [tɔːk]**:**
**1.** Vortrag, Rede; Gespräch 5 **give a talk** einen Vortrag halten 5
**2. talk (to)** sprechen, reden (mit) 5
**tall** [tɔːl] groß *(Person)*; hoch *(Gebäude)* 6
**tap sth.** [tæp] (leise) klopfen, tippen an etwas 7 **tap your fingers** mit den Fingern klopfen 7
**task** [tɑːsk] Aufgabe 5
**taste** [teɪst]**:**
**1.** schmecken; kosten, probieren 6
**2.** Geschmack 6
**tasty** ['teɪsti] schmackhaft, lecker 6
**taught** [tɔːt] *siehe* **teach**
**taxi** ['tæksi] Taxi 6
**tea** [tiː] Tee 5
**teach** [tiːtʃ]**, taught, taught** lehren, unterrichten 6 **teach sb. to do sth.** jm. beibringen, etwas zu tun 6
**teacher** ['tiːtʃə] Lehrer/in 5 **My dad is a teacher.** Mein Papa ist Lehrer (von Beruf). 5
**teamwork** ['tiːmwɜːk] Teamwork, Zusammenarbeit 6
**tear** [tɪə] Träne 7
**tear** [teə]**, tore, torn** reißen 8: 2 (39) **tear sth. up** etwas zerreißen 8: 2 (39)
**teaspoon** ['tiːspuːn] Teelöffel 7
**tech** [tek] *(infml)* Technik 7
**technology** [tek'nɒlədʒi] Technik(unterricht); Technologie 5
**teen** [tiːn] Teenager 6
**°teepee** ['tiːpiː] Tipi *(Indianerzelt)*
**teeth** [tiːθ] *Plural von* **tooth** 6
**°telephone** ['telɪfəʊn] Telefon
**tell** [tel]**, told, told** sagen, erzählen, berichten 5 **tell about** erzählen von, berichten über 5 **tell sb. (not) to do sth.** jn. auffordern, etwas (nicht) zu tun; jm. sagen, dass er/sie etwas (nicht) tun soll 6
**temperature** ['temprətʃə] Temperatur; Fieber 6 **have a temperature** Fieber haben 6 **take sb.'s temperature** bei jm. Fieber messen 8: 4 (71)
**temple** ['templ] Tempel 7
**ten** [ten] zehn 5
**tennis court** ['tenɪs kɔːt] Tennisplatz 7
**tent** [tent] Zelt 6
**terrible** ['terəbl] schrecklich, fürchterlich 5
**terrified** ['terɪfaɪd]**: be terrified (of)** schreckliche Angst haben (vor) 8: 5 (81)
**terrify sb.** ['terɪfaɪ] jm. schreckliche Angst einjagen 8: 5 (81)
**terrifying** ['terɪfaɪɪŋ] Furcht erregend, erschreckend 8: 5 (81)
**terror** ['terə] (panische) Angst 7
**test** [test] testen 6
**text** [tekst]**:**
**1. text (message)** SMS 5
**2. text sb.** jm. eine SMS schicken 7
**than** [ðən]**: more than** mehr als 6
**thank sb.** [θæŋk] sich bei jm. bedanken 8: 2 (34)
**thank you** ['θæŋk juː] danke (schön) 5
**thanks** [θæŋks] danke (schön) 5
**Thanksgiving Day** [θæŋks'gɪvɪŋ deɪ] Erntedankfest 6
**that** [ðæt], [ðət]**:**
**1.** das (dort) 5 **that night** in jener Nacht 6 **That's £2.** Das macht 2 Pfund. 5
**2.** dass 5 **it says that ...** es (be)sagt, dass ... 5 **so that** sodass 7
**3.** der, die, das *(Relativpronomen)* 7 **sports that I do** Sportarten, die ich mache 7
**the** [ðə] der, die, das 5
**theatre** ['θɪətə] Theater 5
**their** [ðeə] ihr/e *(Plural)* 5
**theirs** [ðeəz] ihrer, ihre, ihrs *(zu „they")* 6
**them** [ðem], [ðəm] sie, ihnen 5
**themselves** [ðəm'selvz] sie/sich selbst *(Plural)* 6
**then** [ðen] dann, danach 5
**there** [ðeə] da, dort; dahin, dorthin 5 **there are** es sind ... / es gibt ... 5 **there's (= there is)** es ist ... / es gibt ... 5
**therefore** ['ðeəfɔː] daher, deshalb 8: 3 (54)
**these** [ðiːz] diese (hier) 5
**they** [ðeɪ] sie *(Plural)* 5
**thick** [θɪk] dick; dicht 8: 5 (91)
**thin** [θɪn] dünn; schlank 8: 3 (57)
**thing** [θɪŋ] Ding, Sache 5
**think** [θɪŋk]**, thought, thought** denken, meinen, glauben 5 **think of** denken an 5 **What do they think of/about ...?** Was halten sie von ...? / Wie denken sie über ...? 7 **°think of sth.** sich etwas überlegen, ausdenken
**third** [θɜːd] dritte(r, s) 5 **one third** ein Drittel 7
**Thirdly, ...** ['θɜːdli] Drittens ... 7

**thirties** ['θɜːtiːz]: **the 30s / the thirties** die Dreißigerjahre 8: 1 (22)
**this** [ðɪs] dies; diese(r, s) 5 **this evening** heute Abend 6 **This is ...** Dies ist ... / Das ist ... 5
**those** [ðəʊz] die dort, jene (dort) 5
**though** [ðəʊ] obwohl 7
**thought** [θɔːt]:
**1.** *siehe* **think**
**2.** Gedanke 8: 5 (91)
**thousand** ['θaʊznd] tausend 6
**threat (to)** ['θret] Drohung, Bedrohung, Gefahr (für) 8: 3 (57)
**threaten** ['θretn] (be)drohen 8: 3 (57)
**three** [θriː] drei 5
**threw** [θruː] *siehe* **throw**
**throat** [θrəʊt] Hals 6 **a sore throat** Halsschmerzen 6
**through** [θruː] durch 6
**throw** [θrəʊ], **threw, thrown** werfen 7
**thrown** [θrəʊn] *siehe* **throw**
**°thug** [θʌg] Schläger(typ)
**°thumb** [θʌm] Daumen
**thunder** ['θʌndə] Donner 7
**°thunderstorm** ['θʌndəstɔːm] Gewitter
**Thursday** ['θɜːzdeɪ], ['θɜːzdi] Donnerstag 5
**ticket** ['tɪkɪt]:
**1.** Eintrittskarte, Fahrkarte 5 **child ticket** Kinderfahrschein 6
**2.** Strafzettel 8: 4 (72)
**ticket gate** ['tɪkɪt geɪt] Sperre *(zur Fahrkartenkontrolle)* 6
**ticket office** ['tɪkɪt ɒfɪs] Kartenschalter, Kartenverkaufsstelle 7
**tidy** ['taɪdi]:
**1.** ordentlich 5
**2.** aufräumen 5
**tie** [taɪ]:
**1.** binden, schnüren 7
**2.** Krawatte 5
**tight** [taɪt] knapp, eng (anliegend) *(Kleidung)* 8: 1 (23)
**time** [taɪm]:
**1.** Zeit; Uhrzeit 5 **have a good time** Spaß haben, sich vergnügen 6 **on time** pünktlich 7 **What time is it?** Wie spät ist es? 5
**2.** Mal 6
**°timeline** ['taɪmlaɪn] Zeitstrahl, Zeitachse, Chronik
**timetable** ['taɪmteɪbl]:
**1.** Stundenplan 5
**2.** Fahrplan, Zeitplan 5
**tip** [tɪp]:
**1.** Tipp 5
**2.** Trinkgeld 8: 1 (17)
**3. tip sb.** jm. Trinkgeld geben 8: 1 (17)
**tired** ['taɪəd] müde 5
**°tissue** ['tɪʃuː] Papiertaschentuch
**title** ['taɪtl] Titel, Überschrift 8: 4 (72)
**to** [tu], [tə]:
**1.** zu, nach 5 **upload sth. to the internet** etwas ins Internet (hoch)laden 7
**2.** bis 5 **7 to 12** (von) 7 bis 12 5
**3.** vor *(Uhrzeiten)* 5 **quarter to 7** viertel vor 7 5
**4.** (um) zu 5 **how to do sth.** wie man etwas macht 7 **I didn't know what to say.** Ich wusste nicht, was ich sagen sollte. 7 **time to go** Zeit, zu gehen 5
**to-do list** [tu 'duː lɪst] To-Do-Liste 6
**today** [tə'deɪ] heute 5
**together** [tə'geðə] zusammen 5 **put sth. together** etwas zusammensetzen, zusammenstellen 8: 3 (48)
**toilet** ['tɔɪlət] Toilette 5
**token** ['təʊkən] Spielfigur; Chip (Wertmarke); (Geschenk-)Gutschein 7
**told** [təʊld] *siehe* **tell**
**tomato, *pl* tomatoes** [tə'mɑːtəʊ] Tomate 5
**tomorrow** [tə'mɒrəʊ] morgen 5 **See you tomorrow.** Bis morgen. 5
**tongue** [tʌŋ] Zunge; Sprache 8: 5 (91) **mother tongue** Muttersprache 8: 5 (91)
**°tongue-twister** ['tʌŋ twɪstə] Zungenbrecher
**°tonight** [tə'naɪt] heute Abend, heute Nacht
**tonne** [tʌn] Tonne *(= 1.000 kg)* 8: 3 (49)
**too** [tuː] auch 5 **from Berlin too** auch aus Berlin 5
**too expensive** [tuː] zu teuer 6
**took** [tʊk] *siehe* **take**
**tooth, *pl* teeth** [tuːθ] Zahn 6
**top** [tɒp] Spitze, das obere Ende 6 **the top ten tips** die zehn besten Tipps 5
**topic** ['tɒpɪk] Thema 8: 2 (36)
**torch** [tɔːtʃ] Taschenlampe 6
**tore** [tɔː] *siehe* **tear**
**torn** [tɔːn] *siehe* **tear**
**tornado** [tɔː'neɪdəʊ] Tornado *(Wirbelsturm)* 8: 4 (70)
**tortoise** ['tɔːtəs] Schildkröte 8: 3 (56)
**total** ['təʊtl]:
**1.** Gesamt-; total 7
**2.** Gesamtmenge, Gesamtzahl 7
**touch** [tʌtʃ]:
**1.** anfassen, berühren 7
**2.** Berührung 8: 2 (29)
**tour (of)** [tʊə] Tour, Reise, Rundgang/Rundfahrt 5
**toward(s)** [tə'wɔːdz] nach, auf ... zu, in Richtung (von) 7
**towel** ['taʊəl] Handtuch 6
**tower** ['taʊə] Turm 5
**town** [taʊn] Stadt 5
**toy** [tɔɪ] Spielzeug 8: 3 (52)
**track** [træk]:
**1.** (zurück-, nach)verfolgen, beobachten 8: 3 (46/47)
**2.** Pfad, (Feld-)Weg 8: 3 (46/47)
**trade** [treɪd]:
**1.** Handel 7
**2.** handeln, Handel (be)treiben 7
**tradition** [trə'dɪʃn] Tradition 7
**traditional** [trə'dɪʃənl] traditionell 6
**traffic** ['træfɪk] (Straßen-)Verkehr 8: 1 (17)
**train** [treɪn] Zug, Eisenbahn 5
**train sb.** [treɪn] jn. trainieren; ausbilden 7
**trainer** ['treɪnə] Sportschuh 8: 1 (22)
**training** ['treɪnɪŋ] Training; Ausbildung, Dressur 6
**tram** [træm] Straßenbahn 5
**trampolining** ['træmpəliːnɪŋ] Trampolinspringen/-turnen 5
**transgender** [trænz'dʒendə] Transgender 8: 2 (38)
**transport** [træn'spɔːt] transportieren, befördern 8: 3 (46/47)
**transport** ['trænspɔːt] *(no pl)* Fortbewegungsmittel; Beförderung 5
**trap** [træp]:
**1.** Falle 8: 5 (80)
**2.** einschließen, fangen *(mit einer Falle)* 8: 5 (80) **be trapped** gefangen sein, in der Falle sitzen 8: 5 (80)
**trash** [træʃ] *(AE)* Abfall, Müll 7
**travel** ['trævl]:
**1.** reisen 5
**2.** *(das)* Reisen 8: 1 (16)
**treasure** ['treʒə] Schatz 5
**treat** [triːt] behandeln 8: 5 (85)
**treatment** ['triːtmənt] Behandlung 8: 5 (85)
**tree** [triː] Baum 5
**trial** ['traɪəl] (Gerichts-)Verfahren, Prozess 8: 4 (62) **a right to a fair trial** ein Recht auf ein faires

Gerichtsverfahren 8: 4 (62) **be on trial for sth.** wegen etwas vor Gericht stehen 8: 4 (62)

**tribal** ['traɪbl] Stammes- 8: 2 (26/27)

**tribal elder** [traɪbl 'eldə] Stammesälteste/r 8: 2 (26/27)

**tribe** [traɪb] (Volks-)Stamm 7

**trick** [trɪk] List, Streich 7 **play a trick on sb.** jm. einen Streich spielen 7

**trip** [trɪp] Ausflug; Reise 5 **class trip** Klassenausflug 5 **school trip** Schulausflug 5

**trip** [trɪp] stolpern 8: 5 (90) **trip sb. up** jn. stolpern lassen; jm. ein Bein stellen 8: 5 (90)

**troll** [trəʊl] Troll *(Provokateur/in in Online-Medien)* 8: 2 (39)

**trouble** ['trʌbl] Ärger, Schwierigkeiten 5 **be in trouble** Ärger haben, in Schwierigkeiten sein 5

**trousers** *(pl)* ['traʊzəz] Hose 5

**truck** [trʌk] Last(kraft)wagen, LKW 7

**true** [truː] wahr, richtig 6

**truly** ['truːli]: **Yours truly** *(AE)* Mit freundlichen Grüßen *(Briefschluss)* 8: 5 (88)

**trust** [trʌst]:
**1.** vertrauen 6
**2.** *(das)* Vertrauen 6

**truth** [truːθ] Wahrheit 7

**try** [traɪ] versuchen, (aus)probieren 5 **try sth. on** anprobieren *(Kleidung)* 5 **try to do sth.** versuchen, etwas zu tun 5

**Tube** [tjuːb] *(infml)* Londoner U-Bahn 6

**Tuesday** ['tjuːzdeɪ], ['tjuːzdi] Dienstag 5

**tunnel** ['tʌnl] Tunnel 7

**turkey** ['tɜːki] Truthahn, Pute; Putenfleisch 6

**turn** [tɜːn]:
**1.** (sich) umdrehen 7 **turn (a)round** (sich) umdrehen 5 **turn sth. (over)** etwas umdrehen 7 **turn sth. down** etwas leise(r) stellen, herunterregeln 7 **turn your T-shirt inside out** dein T-Shirt auf links ziehen 7
**2. turn off** abbiegen 8: 5 (90) **turn right/left** (nach) rechts/links abbiegen 5
**3. turn to sth.** zu etwas werden 6

**°turns** ['tɜːnz]: **take turns** sich abwechseln

**turtle** ['tɜːtl] (Wasser-)Schildkröte 5

**TV** [tiː'viː] Fernseher 5

**twelve** [twelv] zwölf 5

**twenty** ['twentɪ] zwanzig 5

**twice** [twaɪs] zweimal 8: 4 (71)

**twin** [twɪn]: **twin brother/sister** Zwillingsbruder/-schwester 7 **twins** *(pl)* Zwillinge 7

**two** [tuː] zwei 5

**type (of)** [taɪp] Art, Sorte 6

**typical (of)** ['tɪpɪkl] typisch (für) 7

**tyre** ['taɪə] Reifen 8: 3 (46/47)

## U

**UK** [juː 'keɪ] das Vereinigte Königreich 5

**umbrella** [ʌm'brelə] (Regen-)Schirm 6

**unarmed** [ʌn'ɑːmd] unbewaffnet 8: 4 (62)

**uncle** ['ʌŋkl] Onkel 5

**unclear** [ʌn'klɪə] unklar 7

**under** ['ʌndə] unter 5

**underground** ['ʌndəgraʊnd] U-Bahn 6

**underline** [ʌndə'laɪn] unterstreichen 8: 2 (36)

**understand** [ʌndə'stænd], **understood, understood** verstehen 5

**understanding** [ʌndə'stændɪŋ] Verständnis 8: 1 (10/11)

**understood** [ʌndə'stʊd] *siehe* **understand**

**underwater** [ʌndə'wɔːtə] unter Wasser, Unterwasser- 7

**unemployed** [ʌnɪm'plɔɪd] arbeitslos 8: 2 (30)

**unfortunately** [ʌn'fɔːtʃənətli] unglücklicherweise, leider 7

**unfriendly** [ʌn'frendli] unfreundlich 6

**unhappy** [ʌn'hæpi] unglücklich 6

**unhealthy** [ʌn'helθi] ungesund 6

**uniform** ['juːnɪfɔːm] Uniform 5

**°unify** ['juːnɪfaɪ] (ver)einen, vereinigen

**°unique** [juː'niːk] einmalig

**unit** ['juːnɪt] Lektion, Kapitel *(Schulbuch)* 5

**United Kingdom (= the UK)** [junaɪtɪd 'kɪŋdəm] das Vereinigte Königreich 5

**university** [juːnɪ'vɜːsətɪ] Universität 5

**unlikely** [ʌn'laɪklɪ] unwahrscheinlich 7

**unlock** [ʌn'lɒk] aufschließen, entsperren 8: 3 (46/47)

**unpopular (with)** [ʌn'pɒpjələ] unbeliebt (bei) 6

**unreal** [ʌn'rɪəl] unwirklich, unrealistisch 8: 4 (68)

**unsafe** [ʌn'seɪf] unsicher 6

**unspecified** [ʌn'spesɪfaɪd] nicht angegeben, keine Angabe *(Formular)* 7

**unsure** [ʌn'ʃʊə] unsicher 7

**untidy** [ʌn'taɪdi] unordentlich 6

**until** [ən'tɪl] bis *(zeitlich)* 6 **not ... until** erst, wenn ... 6

**up** [ʌp] hinauf, hoch 5

**upload** [ʌp'ləʊd] hochladen 6

**upset** [ʌp'set]:
**1.** aufgebracht, verärgert 7
**2. upset sb., upset, upset** jn. aufregen, ärgern, erschüttern 7

**upstairs** [ʌp'steəz] (nach) oben *(die Treppe hoch)* 5

**us** [ʌs], [əs] uns 5

**USA** [juː es 'eɪ] USA (= die Vereinigten Staaten von Amerika) 5

**use** [juːz] benutzen, verwenden 5

**useful** ['juːsfl] nützlich, hilfreich 7

**useless** ['juːsləs] nutzlos 6

**username** [juːzəneɪm] Benutzername 7

**usual** ['juːʒuəl] üblich, gewöhnlich 6

**usually** ['juːʒuəli] normalerweise, meistens 5

## V

**vacation** [və'keɪʃn] *(AE)* Urlaub, Ferien 6

**vacuum** ['vækjuəm] Staub saugen 7

**vacuum cleaner** ['vækjuəm kliːnə] Staubsauger 7

**value** ['vælјuː] Wert 8: 3 (54) **value for money** Preis-Leistungs-Verhältnis, Gegenwert 8: 3 (54) **values** *(pl)* Werte, Wertvorstellungen 8: 3 (54) **It's good value (for money).** Es ist sein Geld wert. / Es ist preiswert. 8: 3 (54)

**veg, *pl* veg** [vedʒ] *(infml)* Gemüse 8: 1 (15)

**vegetables** *(pl)* ['vedʒtəblz] Gemüse 5

**vegetarian** [vedʒə'teərɪən] vegetarisch; Vegetarier/in 5

**veggie** ['vedʒi] *(infml)* vegetarisch; Vegetarier/in 8: 1 (15)

**°vehicle** ['viːəkl] Fahrzeug

**vending machine** ['vendɪŋ məʃiːn] Verkaufsautomat 8: 1 (17)

**very** ['verɪ] sehr 5

**vet** [vet] Tierarzt/-ärztin 6

**vibrate** [vaɪ'breɪt] vibrieren 8: 1 (22)

**victim** ['vɪktɪm] Opfer 8: 4 (62)

**video game** ['vɪdɪəʊ geɪm] Videospiel 7

**view** [vjuː]:
**1.** Aufruf *(eines Videos im Internet)*; (An-)Blick, (Aus-)Sicht 7
**in my view** meiner Ansicht nach 6
**2.** anschauen 7
**Viking** ['vaɪkɪŋ] Wikinger/in 7
**village** ['vɪlɪdʒ] Dorf 5
**violence** ['vaɪələns] Gewalt; Gewalttätigkeit 7
**violent** ['vaɪələnt] gewalttätig; gewaltsam 7
**violin** [vaɪə'lɪn] Geige, Violine 7
**viral** ['vaɪrəl] Virus-, viral 7 **go viral** sich *(im Internet)* rasend schnell verbreiten 7
**virtual** ['vɜːtʃʊəl] virtuell 8: 3 (50)
**visit** ['vɪzɪt]:
**1.** besuchen 5
**2.** Besuch 7
**visitor** ['vɪzɪtə] Besucher/in; Gast 7
**visual materials** *(pl)* [vɪʒuəl mə'tɪərɪəlz] visuelle Materialien/Hilfsmittel 8: 5 (78/79)
**visuals** *(pl)* **(***kurz für:* **visual materials)** ['vɪʒuəlz] visuelle Materialien/Hilfsmittel 8: 5 (78/79)
**vocab** ['vəʊkæb] *siehe* **vocabulary**
**vocabulary** [və'kæbjələri] *infml auch* **vocab** Vokabeln; Vokabelverzeichnis; Wortschatz 7
**voice** [vɔɪs] Stimme 6 **in a loud voice** mit lauter Stimme 7
**voice message** ['vɔɪs mesɪdʒ] Sprachnachricht 7
**voice-over** ['vɔɪs əʊvə] Filmkommentar, Off-Stimme 8: 4 (75)
**volume** ['vɒljuːm] Volumen, Menge 8: (9)
**volunteer** [vɒlən'tɪə]:
**1.** freiwillig/ehrenamtlich arbeiten *(unbezahlt)* 8: 3 (44/45)
**2.** Freiwillige/r; ehrenamtliche/r Mitarbeiter/in 8: 3 (44/45)
**volunteer organisation** [vɒləntɪər ɔːgənaɪ'zeɪʃn] Freiwilligenorganisation 6
**vote** [vəʊt]:
**1.** Abstimmung, Votum 7
**have a vote (on)** abstimmen (über) 7
**2. vote (on sth.)** wählen; abstimmen (über etwas) 7

## W

**wag** [wæg] wedeln (mit) 8: 5 (90)
**wagon** ['wægən] Planwagen, (Pferde-)Fuhrwerk 8: 2 (28)
**wait** [weɪt]:
**1. wait (for)** warten (auf) 5
**Wait a minute.** Warte mal./Einen Moment. 5
**2.** Wartezeit, *(das)* Warten 8: 4 (70)
**waiter** ['weɪtə] Kellner 8: 1 (17)
**waitress** ['weɪtrəs] Kellnerin 8: 1 (17)
**wake up** [weɪk 'ʌp]**, woke, woken** aufwachen 5 **wake sb. up** jn. (auf)wecken 8: 2 (28)
**wake-up time** ['weɪk ʌp taɪm] Weckzeit 7
**walk** [wɔːk] wandern, (zu Fuß) gehen 5 **walk around** umhergehen 6
**wall** [wɔːl] Wand, Mauer 5
**wallet** ['wɒlɪt] Brieftasche; Portemonnaie 8: 4 (72)
**want** [wɒnt] wollen 5 **want to do sth.** etwas tun wollen 5 **I didn't want them to know ....** Ich wollte nicht, dass sie ... wussten. 7
**war** [wɔː] Krieg 8: 4 (60/61)
**wardrobe** ['wɔːdrəʊb] Kleiderschrank 5
**warm** [wɔːm] warm 5
**warming** ['wɔːmɪŋ] Erwärmung 8: 3 (57)
**was** [wɒz], [wəz]: **I/he/she/it was** *Vergangenheitsform von* **be** 5
**wash** [wɒʃ] (sich) waschen 6 **wash over sb.** jn. überkommen 8: 5 (91)
**washing** ['wɒʃɪŋ] Wäsche 6
**watch** [wɒtʃ] *(sich etwas)* anschauen; beobachten 5 **watch TV** fernsehen 5
**water** ['wɔːtə] Wasser 5
**waterfall** ['wɔːtəfɔːl] Wasserfall 6
**way** [weɪ]:
**1.** Weg 7
**make your way (to/through/...)** sich auf den Weg (nach/durch/...) machen 8: 2 (28)
**2.** Art und Weise 7
**No way!** Auf keinen Fall! 6
**way of life** [weɪ əv 'laɪf] Lebensweise 8: 3 (56)
**we** [wiː] wir 5
**weak** [wiːk] schwach 7
**weakness** ['wiːknəs] Schwäche 8: 5 (78/79)
**weapon** ['wepən] Waffe 7
**wear** [weə]**, wore, worn** tragen, anhaben *(Kleidung)* 5
**weather** ['weðə] Wetter 5
**web** [web] Netz 5
**webpage** ['webpeɪdʒ] Webseite 7
**wedding** ['wedɪŋ] Hochzeit 6
**wedding present** ['wedɪŋ preznt] Hochzeitsgeschenk 6
**Wednesday** ['wenzdeɪ], ['wenzdi] Mittwoch 5
**week** [wiːk] Woche 5
**weekday** ['wiːkdeɪ] Werktag, Wochentag 7
**weekend** [wiːk'end] Wochenende 5 **at the weekend** am Wochenende 5
**weigh** [weɪ] wiegen 8: 5 (80)
**weight** [weɪt] Gewicht 8: 5 (80)
**welcome** ['welkəm]:
**1. Welcome to ...** Willkommen in/an ... 5
**2. You're welcome.** Bitte, gern geschehen./Nichts zu danken. 5
**welcoming** ['welkəmɪŋ] (gast-)freundlich 8: 1 (25)
**weld** [weld] schweißen 8: 3 (48)
**well** [wel] gut *(Adv.)* 7 **Well, ...** Nun, .../Also, .../Na ja, ... 6
**well-known** [wel 'nəʊn] bekannt 8: 2 (36)
**went** [went] *siehe* **go**
**were** [wɜː], [wə]: **we/you/they were** *Vergangenheitsform von* **be** 5
**west** [west] Westen; westlich; West- 6
**westbound** ['westbaʊnd] in Richtung Westen *(Zug, Bus)* 6
**western** ['westən] westlich, West- 7
**wet** [wet] nass 6
**wetsuit** ['wetsuːt] Taucheranzug, Neoprenanzug 6
**whale** [weɪl] Wal 6
**what** [wɒt]:
**1.** was 5
**2.** welche(r, s) 5
**What about you?** Und du?/Was ist mit dir? 5 **What's your name?** Wie heißt du? 5 **What time is it?** Wie spät ist es? 5
**wheel** [wiːl] Rad 6 **big wheel** Riesenrad 6
**wheelchair** ['wiːltʃeə] Rollstuhl 5
**wheelchair accessible** [wiːltʃeər ək'sesəbl] rollstuhlgerecht *(mit dem Rollstuhl zu erreichen)* 7
**when** [wen]:
**1.** als *(zeitlich)* 5
**2.** wann 5
**When's your birthday?** Wann hast du Geburtstag? 5
**3.** wenn *(zeitlich)* 5
**where** [weə] wo; wohin 5 **Where are you from?** Wo kommst du her? 5

**°wherever** [weəɹ'evə] wo(hin) (auch) immer; überall, wo(hin)
**which** [wɪtʃ]:
**1.** welche(r, s) 5
**2.** der, die, das; die *(Relativpronomen)* 7
**a film which has ...** ein Film, der ... hat 7
**while** [waɪl] während 6
**whistle** ['wɪsl]:
**1.** pfeifen 8: 5 (90)
**2.** Pfiff; (Triller-)Pfeife 8: 5 (90)
**white** [waɪt] weiß 5
**who** [huː]:
**1.** wer 5
**2.** wem; wen 6
**3.** der, die *(Relativpronomen, Person)* 7
**a girl who ...** ein Mädchen, das ... 7
**°whoever** [huː'evə] wer/wen/wem auch immer
**whole** [həʊl] ganze(r, s) 6
**wholemeal** ['həʊlmiːl] Vollkorn- 7
**whose** [huːz]:
**1.** wessen 5
**2.** dessen, deren *(Relativpronomen)* 7
**why** [waɪ] warum 5
**Wi-Fi** ['waɪ faɪ] WLAN, kabellose Datenübertragung 7
**wife, *pl* wives** [waɪf] (Ehe-)Frau 8: 4 (60/61)
**wild** [waɪld] wild 8: 5 (78/79)
**wilderness** ['wɪldənəs] Wildnis 8: 5 (78/79)
**wildfire** ['waɪldfaɪə] Flächenbrand 8: 3 (57)
**wildlife** ['waɪldlaɪf] Tiere *(in freier Wildbahn)*, Tierwelt 8: 3 (56)
**will** [wɪl]: **you'll (= you will) fall** du wirst fallen 6
**win** [wɪn], **won, won** gewinnen 6
**wind** [wɪnd] Wind 5
**window** ['wɪndəʊ] Fenster 5
**windscreen** ['wɪndskriːn] Windschutzscheibe *(Auto)* 8: 3 (46/47)
**windy** ['wɪndi] windig 5
**winner** ['wɪnə] Gewinner/in, Sieger/in 6
**winter** ['wɪntə] Winter 5
**wise** [waɪz] weise 8: 2 (33)
**wish** [wɪʃ]:
**1.** wünschen 5
**2.** Wunsch 5
**Best wishes** Viele Grüße *(Briefschluss)* 5 **make a wish** sich etwas wünschen 5
**with** [wɪð]:
**1.** mit 5
**2.** bei 5
**with us** bei uns 5
**without** [wɪ'ðaʊt] ohne 6
**wives** [waɪvz] *Plural von* **wife** 8: 4 (60/61)
**woke up** [wəʊk] *siehe* **wake up**
**woken up** ['wəʊkən] *siehe* **wake up**
**wolf, *pl* wolves** [wʊlf] Wolf 8: 2 (32)
**°wolf-dog** ['wʊlf dɒg] *Mischling aus Wolf und Hund*
**wolves** [wʊlvz] *Plural von* **wolf** 8: 2 (32)
**woman** ['wʊmən], *pl* **women** Frau 5
**women** ['wɪmɪn] *Plural von* **woman** 5
**won** [wʌn] *siehe* **win**
**won't** [wəʊnt]: **you won't need (= you will not need) ...** du wirst ... nicht brauchen 6
**wood** [wʊd] Holz; Wald 6
**wool** [wʊl] Wolle 7
**word** [wɜːd] Wort 5
**word building** ['wɜːd bɪldɪŋ] das Bilden von Wörtern 7
**word web** ['wɜːd web] Wortnetz 5
**wore** [wɔː] *siehe* **wear**
**work** [wɜːk]:
**1.** Arbeit 5
**at work** bei der Arbeit, am Arbeitsplatz 5
**2.** arbeiten; funktionieren 5
**worker** ['wɜːkə] Arbeiter/in 6
**world** [wɜːld] Welt 5 **the best place in the world** der beste Ort der Welt / auf der Welt 5
**worn** [wɔːn] *siehe* **wear**
**worried (about)** ['wʌrid] beunruhigt, besorgt (wegen) 5
**worry (about)** ['wʌri] sich Sorgen machen (wegen, um) 6 **worry sb.** jn. beunruhigen 6
**worse** [wɜːs] schlechter, schlimmer 6
**worst** [wɜːst] der/die/das schlechteste, schlimmste; am schlechtesten, am schlimmsten 6
**would** [wʊd]: **Would you like ...?** Möchtest du ...? 5 **I'd like ... (= I would like)** Ich hätte gern ... / Ich möchte ... 5 **I'd like to talk about ... (= I would like to)** Ich würde gern über ... sprechen. 5
**write** [raɪt], **wrote, written** schreiben 5 **write sth. down** etwas aufschreiben 7
**writer** ['raɪtə] Autor/in, Verfasser/in 6
**writing** ['raɪtɪŋ] Schrift 6
**written** ['rɪtn] *siehe* **write**
**wrong** [rɒŋ] falsch 5 **be wrong** Unrecht haben 6 **go wrong** schiefgehen 6 **What's wrong?** Was fehlt dir/Ihnen? *(beim Arzt)* 6
**wrote** [rəʊt] *siehe* **write**

## Y

**yard** [jɑːd]:
**1.** Hof 8: 3 (52)
**2.** *(AE)* Garten 8: 3 (52)
**year** [jɪə] Jahr(gang) 5 **fourteen-year-old** vierzehnjährig; Vierzehnjährige/r 8: 5 (86)
**yearn for sth. / to do sth.** [jɜːn] sich sehnen nach etwas / danach, etwas zu tun 8: 1 (10/11)
**yellow** ['jeləʊ] gelb 5
**yes** [jes] ja 5
**yesterday** ['jestədeɪ] gestern 5
**yet** [jet]: **... yet?** ... schon ...? 6 **not ... yet** noch nicht ... 6
**you** [ju], [jə] du; dich; dir; ihr; euch; Sie; Ihnen 5
**young** [jʌŋ] jung 6
**your** [jɔː], [jə] dein/e; euer/eure; Ihr/e 5
**yours** [jɔːz] deine, deiner, deins; eurer, eure, eures; Ihrer, Ihre, Ihres *(zu „you")* 6
**yourself** [jə'self] du/dir/dich (selbst) 6
**yourselves** [jɔː'selvz], [jə'selvz] ihr/euch selbst 6
**yum** [jʌm] *(infml)* lecker 7

## Z

**zero** ['zɪərəʊ] Null 5
**zipper** ['zɪpə] Reißverschluss 8: 3 (54)
**zone** [zəʊn] Zone 6
**zoo** [zuː] Zoo 6

| infinitive | simple past | past participle | |
|---|---|---|---|
| (to) **be** | I/he/she/it **was;** you/we/you/they **were** | **been** | sein |
| (to) **beat** | **beat** | **beaten** | schlagen, besiegen |
| (to) **become** | **became** | **become** | werden |
| (to) **begin** | **began** | **begun** | anfangen, beginnen |
| °(to) **bite** [aɪ] | **bit** [ɪ] | **bitten** [ɪ] | beißen |
| (to) **bleed** | **bled** | **bled** | bluten |
| (to) **blow** | **blew** [uː] | **blown** | pusten, blasen; wehen |
| (to) **break** [eɪ] | **broke** | **broken** | brechen |
| (to) **bring** | **brought** | **brought** | bringen, mitbringen |
| (to) **build** [ɪ] | **built** [ɪ] | **built** [ɪ] | bauen |
| (to) **burn** | **burnt** | **burnt** | brennen, verbrennen |
| (to) **buy** | **bought** | **bought** | kaufen |
| (to) **catch** | **caught** | **caught** | (ein)fangen; erwischen |
| (to) **choose** | **chose** | **chosen** | wählen, auswählen |
| (to) **come** | **came** | **come** | kommen |
| (to) **cost** | **cost** | **cost** | kosten |
| (to) **cut** | **cut** | **cut** | schneiden; *(Rasen)* mähen |
| (to) **do** | **did** | **done** [ʌ] | tun, machen |
| (to) **dig** | **dug** | **dug** | graben |
| (to) **draw** | **drew** | **drawn** | zeichnen |
| (to) **drink** | **drank** | **drunk** | trinken |
| (to) **drive** [aɪ] | **drove** [əʊ] | **driven** [ɪ] | fahren |
| (to) **eat** [iː] | **ate** [et, eɪt] | **eaten** [iː] | essen |
| (to) **fall** | **fell** | **fallen** | fallen |
| (to) **feed** | **fed** | **fed** | füttern |
| (to) **feel** | **felt** | **felt** | fühlen, sich fühlen |
| (to) **fight** | **fought** | **fought** | kämpfen, bekämpfen |
| (to) **find** | **found** | **found** | finden |
| (to) **fly** | **flew** | **flown** | fliegen |
| (to) **forget** | **forgot** | **forgotten** | vergessen |
| (to) **freeze** | **froze** | **frozen** | (ge)frieren; erstarren |
| (to) **get** | **got** | **got** | bekommen; (sich etw.) besorgen, holen |
| (to) **give** [ɪ] | **gave** | **given** [ɪ] | geben |
| (to) **go** | **went** | **gone** | gehen, fahren |
| (to) **grow** | **grew** | **grown** | anbauen; werden; wachsen |
| (to) **hang** | **hung** [ʌ] | **hung** | hängen |
| (to) **have** | **had** | **had** | haben |
| (to) **hear** [ɪə] | **heard** [ɜː] | **heard** | hören |
| (to) **hide** | **hid** | **hidden** | (sich) verstecken |
| (to) **hit** | **hit** | **hit** | treffen auf, schlagen, prallen, stoßen |
| (to) **hold** | **held** | **held** | halten |
| (to) **hurt** | **hurt** | **hurt** | verletzen; wehtun |
| (to) **keep** | **kept** | **kept** | (be)halten |
| (to) **kneel** | **knelt** | **knelt** | knien |
| (to) **know** [nəʊ] | **knew** [njuː] | **known** [nəʊn] | wissen; kennen |
| (to) **lead** | **led** | **led** | führen, leiten |

| infinitive | simple past | past participle | |
|---|---|---|---|
| (to) **leave** | **left** | **left** | lassen, zurücklassen, verlassen |
| (to) **lend** | **lent** | **lent** | (ver)leihen |
| (to) **let** | **let** | **let** | lassen |
| (to) **lose** [uː] | **lost** | **lost** | verlieren |
| (to) **make** | **made** | **made** | machen, herstellen |
| (to) **mean** [iː] | **meant** [e] | **meant** [e] | bedeuten; sagen wollen |
| (to) **meet** | **met** | **met** | treffen |
| (to) **pay** | **paid** | **paid** | (be)zahlen |
| (to) **put** | **put** | **put** | legen, stellen, stecken |
| (to) **read** [iː] | **read** [e] | **read** [e] | lesen |
| (to) **ride** [aɪ] | **rode** | **ridden** [ɪ] | reiten; *(Rad)* fahren |
| (to) **ring** | **rang** | **rung** | läuten, klingeln |
| (to) **rise** | **rose** | **risen** | (an)steigen; sich erheben |
| (to) **run** | **ran** | **run** | rennen, laufen |
| (to) **say** | **said** [sed] | **said** [sed] | sagen |
| (to) **see** | **saw** | **seen** | sehen |
| (to) **sell** | **sold** | **sold** | verkaufen |
| (to) **send** | **sent** | **sent** | senden, schicken |
| (to) **set** | **set** | **set** | stellen, legen, setzen |
| (to) **sew** | **sewed** | **sewn** | nähen |
| (to) **shake** | **shook** | **shaken** | schütteln |
| (to) **shoot** | **shot** | **shot** | (er)schießen |
| (to) **show** | **showed** | **shown** | zeigen |
| (to) **sing** | **sang** | **sung** | singen |
| (to) **sit** | **sat** | **sat** | sitzen; sich setzen |
| (to) **sleep** | **slept** | **slept** | schlafen |
| (to) **speak** [iː] | **spoke** | **spoken** | sprechen |
| (to) **speed** | **sped** | **sped** | rasen, zu schnell fahren |
| (to) **spend** | **spent** | **spent** | *(Geld)* ausgeben, *(Zeit)* verbringen |
| (to) **spin** | **spun** | **spun** | (sich) drehen |
| (to) **spread** | **spread** | **spread** | verbreiten, sich ausbreiten |
| (to) **stand** | **stood** | **stood** | stehen |
| (to) **steal** | **stole** | **stolen** | stehlen, rauben |
| °(to) **stick** | **stuck** | **stuck** | kleben |
| (to) **swim** | **swam** | **swum** | schwimmen |
| (to) **take** | **took** | **taken** | (mit)nehmen; bringen |
| (to) **teach** [iː] | **taught** [ɔː] | **taught** [ɔː] | lehren, unterrichten |
| (to) **tell** | **told** | **told** | sagen; erzählen, berichten |
| (to) **think** | **thought** | **thought** | denken, glauben, meinen |
| (to) **throw** | **threw** | **thrown** | werfen |
| (to) **understand** | **understood** | **understood** | verstehen |
| (to) **wake up** | **woke up** | **woken up** | aufwachen; (auf)wecken |
| (to) **wear** [eə] | **wore** [ɔː] | **worn** [ɔː] | tragen *(Kleidung)* |
| (to) **win** | **won** [ʌ] | **won** [ʌ] | gewinnen |
| (to) **write** [aɪ] | **wrote** | **written** [ɪ] | schreiben |

°Mit diesem Kringel sind Wörter markiert, die nicht zum Lernwortschatz gehören.

## First names (Vornamen)

**Aaliyah** [ɑːˈliə]
**Abraham** [ˈeɪbrəhæm]
**Ado** [ˈeɪdəʊ]
**Alex** [ˈælɪks]
**Alice** [ˈælɪs]
**Alicia** [əˈlɪʃə]
**Alton** [ˈɔːltən]
**Angie** [ˈændʒi]
**Aretha** [əˈriːθə]
**Barack** [bəˈræk], [bəˈrɑːk]
**Beatrice** [ˈbɪətrɪs]
**Beyoncé** [biˈjɒntseɪ]
**Bil** [bɪl]
**Bo** [bəʊ]
**Buddy** [ˈbʌdi]
**Caitlin** [ˈkeɪtlɪn]
**Caleb** [ˈkeɪleb]
**Calvin** [ˈkælvɪn]
**Carlos** [ˈkɑːlɒs]
**Carmen** [ˈkɑːmen]
**Charles** [tʃɑːlz]
**Chazz** [tʃæz]
**Chuck** [tʃʌk]
**Cliff** [klɪf]
**Coretta** [kəˈretə]
**Daniel** [ˈdænjəl]
**Danielle** [dæniˈel]
**Darren** [ˈdærən]
**Devonte** [dəˈvɒnteɪ]
**Diego** [diˈeɪgəʊ]
**Dion** [ˈdiːɒn]
**Dodie** [ˈdəʊdi]
**Dylan** [ˈdɪlən]
**Eddie** [ˈedi]
**Elijah** [ɪˈlaɪdʒə]
**Eliza** [iˈlaɪzə]
**Emantic** [eˈmæntɪk]
**Eminem** [ˈemənem]
**Emma** [ˈemə]
**Eric** [ˈerɪk]
**Erin** [ˈerɪn]
**Ethan** [ˈiːθən]
**Gabriel** [ˈgeɪbriəl]
**George** [dʒɔːdʒ]
**Georgia** [ˈdʒɔːdʒə]
**Gleason** [ˈgliːsən]
**Grace** [greɪs]
**Harriet** [ˈhæriət]
**Hector** [ˈhektə]
**Jess** [dʒes]
**Ji-min** [dʒi ˈmɪn]
**John** [dʒɒn]
**Jonathan** [ˈdʒɒnəθən]
**Kate** [keɪt]
**Katrina** [kəˈtriːnə]
**Kelisha** [kəˈliːʃə]
**Khalil** [kəˈlɪl]
**Langston** [ˈlæŋstən]
**Lanita** [ləˈniːtə]
**Laquan** [ləˈkwɔːn]
**Le'Asha** [liː ˈɑːʃə]
**Leroy** [ˈliːrɔɪ]
**Linda** [ˈlɪndə]
**Linh** [lɪn]
**Linus** [ˈlaɪnəs]
**Louis** [ˈluːi]
**Lucy** [ˈluːsi]
**Luka** [ˈluːkə]
**Luther** [ˈluːθə]
**Mac** [mæk]
**Mack** [mæk]
**Madonna** [məˈdɒnə]
**Malala** [məˈlɑːlə]
**Malia** [məˈliə]
**Marcus** [ˈmɑːkəs]
**Marjory** [ˈmɑːdʒəri]
**Martin** [ˈmɑːtɪn]
**Marvin** [ˈmɑːvɪn]
**Mattia** [məˈtiə]
**Max** [mæks]
**Mervin** [ˈmɜːvɪn]
**Meryl** [ˈmerəl]
**Michael** [ˈmaɪkəl]
**Michelle** [mɪˈʃel]
**Muhammad** [muˈhæmɪd]
**Noor** [ˈnʊə]
**Olivier** [əˈlɪvieɪ]
**Ophelia** [əˈfiːliə]
**Oprah** [ˈəʊprə]
**Pete** [piːt]
**Pocahontas** [pɒkəˈhɒntəs]
**Raven** [ˈreɪvən]
**Reed** [riːd]
**Rosa** [ˈrəʊzə]
**Rosalia** [rəʊˈzeɪlɪə]
**Sara** [ˈseərə]
**Sasha** [ˈsæʃə]
**Shane** [ʃeɪn]
**Simone** [sɪˈməʊn]
**Sitting Bull** [sɪtɪŋ ˈbʊl]
**Soraya** [səˈraɪə]
**Starr** [stɑː]
**Stella** [ˈstelə]
**Stephon** [ˈstefən]
**Tallulah** [təˈlulə]
**Tamara** [təˈmɑːrə]
**Tamir** [təˈmɪə]
**Terence** [ˈterənts]
**Tim** [tɪm]
**Tommy** [ˈtɒmi]
**Trayvon** [ˈtreɪvɒn]
**Trevor** [ˈtrevə]
**Tris** [trɪs]
**Tyree** [ˈtaɪri]
**Tyrell** [təˈrel]
**Tyrone** [ˈtaɪrəʊn]
**Valentino** [vælənˈtiːnəʊ]
**Veronica** [vəˈrɒnɪkə]
**Walter** [ˈwɔːltə]
**Wayne** [weɪn]
**Zari** [ˈzɑːrɪ], [ʒəˈriː]

## Family names/Surnames (Familiennamen)

**Ali** [ˈæli]
**Ayotte** [ˈeɪjɒt]
**Bayliss** [ˈbeɪlɪs]
**Biles** [baɪlz]
**Bradford** [ˈbrædfəd]
**Carnes** [kɑːnz]
**Celsius** [ˈselsiəs]
**Clark** [klɑːk]
**Columbus** [kəˈlʌmbəs]
**Cooper** [ˈkuːpə]
**Crutcher** [ˈkrʌtʃə]
**Da Silva** [dʌ ˈsɪlvə]
**Douglas** [ˈdʌgləs]
**Duarte** [duˈɑːteɪ]
**Fahrenheit** [ˈfærənhaɪt]
**Feltman** [ˈfeltmən]
**Franklin** [ˈfræŋklɪn]
**Garner** [ˈgɑːnə]
**González** [gɒnˈzɑːlɪz]
**Greene** [griːn]
**Guyton** [ˈgaɪtən]
**Harrington** [ˈhærɪŋtən]
**Harris** [ˈhærɪs]
**Hughes** [hjuːz]
**Hull** [hʌl]
**Jackson** [ˈdʒæksən]
**James** [dʒeɪmz]
**Joaquin** [wʌˈkiːn]
**Jordan** [ˈdʒɔːdən]
**Kennedy** [ˈkenədi]
**Knowles-Carter** [nəʊlz ˈkɑːtə]
**Koyczan** [ˈkɔɪzʌn]
**LaPierre** [lʌˈpɪə]
**Lemenchick** [ˈlemənʧɪk]
**Lincoln** [ˈlɪŋkən]
**Marshall** [ˈmɑːʃəl]
**Masters** [ˈmɑːstəz]
**McCartney** [məˈkɑːtni]
**McDonald** [məkˈdɒnəld]
**McGilvery** [məˈgɪlvəri]
**McWilliams** [məkˈwɪljəmz]
**Ninguik** [ˈnɪŋgʊɪk]
**Obama** [əʊˈbɑːmə]
**Pohler** [ˈpəʊlə]
**Prior** [ˈpraɪə]
**Roth** [rɒθ]
**Scott** [skɒt]
**Selby** [ˈselbi]
**Simmons** [ˈsɪmənz]
**Smith** [smɪθ]
**Spears** [spɪəz]
**Sterling** [ˈstɜːlɪŋ]
**Stoneman** [ˈstəʊnmən]
**Streep** [striːp]
**Thomas** [ˈtɒməs]
**Timmer** [ˈtɪmə]
**Tingle** [ˈtɪŋgl]
**Tubman** [ˈtʌbmən]
**Tucker** [ˈtʌkə]
**Winfrey** [ˈwɪnfri]
**Wright** [raɪt]
**Yousafzai** [juˈsafsaɪ]
**Zimmerman** [ˈzɪməmæn]

## Place names (Ortsnamen)

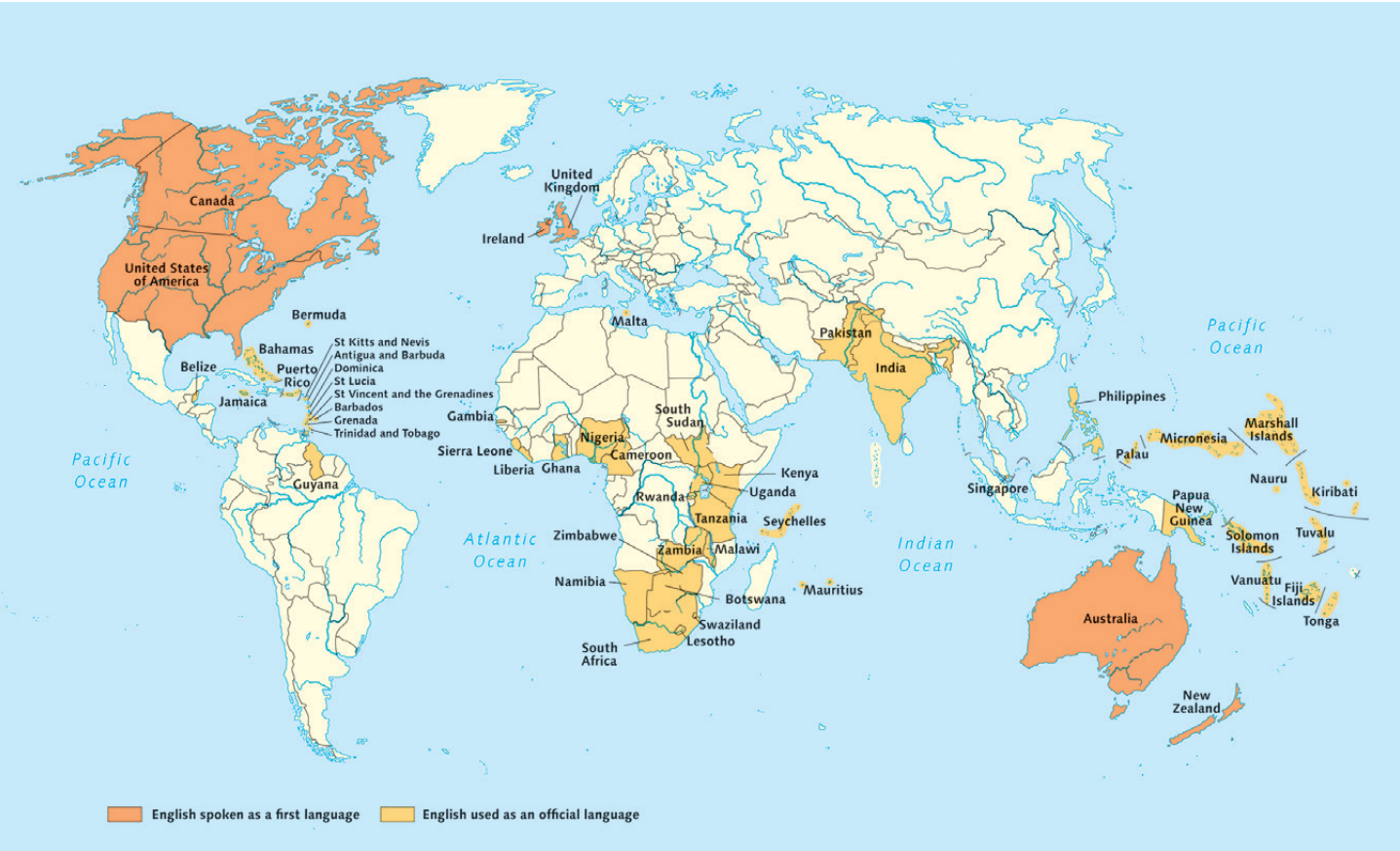
**Alaska** [əˈlæskə]
**Alberta** [ælˈbɜːtə]
**Albuquerque** [ˈælbəkɜːki]
**Ambassador Bridge** [æmbæsədə ˈbrɪdʒ]
**Antarctic** [ænˈtɑːktɪk]
**Badlands National Park** [bædlændz næʃnəl ˈpɑːk]
**Baton Rouge** [bætən ˈruːʒ]
**British Columbia** [brɪtɪʃ kəˈlʌmbiə]
**Broadway** [ˈbrɔːdweɪ]
**Bronx** [brɒŋks]
**Brooklyn** [ˈbrʊklɪn]
**Carnation Street** [kɑːˈneɪʃn striːt]
**Central Park** [sentrəl ˈpɑːk]
**Chicago** [ʃɪˈkɑːgəʊ]
**Chinatown** [ˈtʃaɪnətaʊn]
**Churchill** [ˈtʃɜːtʃɪl]
**Colorado** [kɒləˈrɑːdəʊ]
**Death Valley** [deθ ˈvæli]
**Detroit** [diˈtrɔɪt]
**El Capitan** [el kʌpɪˈtɑːn]
**Ellis Island** [elɪs ˈaɪlənd]
**Empire State Building** [empaɪə ˈsteɪt bɪldɪŋ]
**Everglades** [ˈevəgleɪdz]
**Florida** [ˈflɒrɪdə]
**Fort Lauderdale** [fɔːt ˈlɔːdədeɪl]
**Glacier Bay National Park** [glæsiə beɪ næʃnəl ˈpɑːk]
**Harlem** [ˈhɑːləm]
**Houston** [ˈhuːstən]
**Hudson** [ˈhʌdsən]
**Iowa** [ˈaɪəʊə]
**Isle Royale** [aɪl ˈrɔɪəl]
**Kewa** [ˈkiːwə]
**Koksoak** [ˈkɒksəʊʌk]
**Kuujjuaq** [ˈkuːdʒʊʌk]
**Labrador** [ˈlæbrədɔː]
**Lexington** [ˈleksɪŋtən]

**Los Angeles** [lɒs 'ændʒəliːz]
**Louisiana** [luiːzi'ænə]
**Macy's** ['meɪsiz]
**Manhattan** [mæn'hætən]
**Manitoba** [mænɪ'təʊbə]
**Michigan** ['mɪʃɪgən]
**Mississippi** [mɪsɪ'sɪp i]
**Montana** [mɒn'tænə]
**Montreal** [mɒntri'ɔːl]
**New Orleans** [njuː ɔː'liːnz]
**Newfoundland** ['njuːfəndlənd]
**Niagara Falls** [naɪægrə 'fɔːlz]
**Northwest Territories** [nɔːθwest 'terətriz]
**Nova Scotia** [nəʊve 'skəʊʃə]
**Nunavik** ['nʊnəvɪk]
**Oklahoma** [əʊklə'həʊmə]
**Ontario** [ɒn'teəriəʊ]
**Oval Office** [əʊvl 'ɒfɪs]
**Peking** [piː'kɪŋ]
**Philadelphia** [fɪlə'delfiə]
**Pine Ridge** [paɪn 'rɪdʒ]
**Quebec** [kwɪ'bek]
**Sanford** ['sænfəd]
**Santa Fe** [sæntə 'feɪ]
**Saskatchewan** [sæ'skætʃəwən]
**South Dakota** [saʊθ də'kəʊtə]
**Staten Island** [statən 'aɪlənd]
**Texas** ['teksəs]
**Trail of Tears** [treɪl əv 'tɪəz]
**Washington** ['wɒʃɪŋtən]
**Windsor** ['wɪnzə]
**Wounded Knee Massacre** [wuːndɪd niː 'mæsəkə]
**Wyoming** [waɪ'əʊmɪŋ]
**Yellowstone National Park** [jeləʊstəʊn næʃnəl 'pɑːk]
**Yosemite National Park** [jəʊseməti næʃnəl 'pɑːk]

### Other names
(Andere Namen)

**Abnegation** [æbnɪ'geɪʃn]
**Amity** ['æməti]
**aurora australis** [ɔːrɔːrə ɒ'streɪlɪs]
**aurora borealis** [ɔːrɔːrə bɔːri'eɪlɪs]
**Beastie Boys** ['biːsti bɔɪz]
**Candor** ['kændə]
**Cherokee** ['tʃerəkiː]
**Choctaw** ['tʃɒktɔː]
**Cowessess** ['kaʊəsɪz]
**Dauntless** ['dɔːntləs]
**Dominator** ['dɒmɪneɪtə]
**Erudite** ['erudaɪt]
**FeatureFaceCosmetics** [fiːtʃə feɪs kɒz'metɪks]
**Feeties** ['fiːtiz]
**Inuktitut** [ɪ'nʊktɪtʊt]
**Motown** ['məʊtaʊn]
**National Basketball Association** [næʃnəl 'bɑːskɪtbɔːl əsəʊʃieɪʃn]
**National Rifle Association** [næʃnəl 'raɪfl əsəʊʃieɪʃn]
**Nobel Peace Prize** [nəʊbel 'piːs praɪz]
**Three Moons** [θriː 'muːnz]
**Valentine's Day** ['væləntaɪnz deɪ]

## English-speaking countries



## English sounds

[iː] gr**ee**n, h**e**, s**ea**
[ɑː] **a**sk, cl**a**ss, c**ar**, p**ar**k
[ɔː] **or**, b**a**ll, d**oor**, f**our**, m**or**ning
[uː] r**u**ler, bl**ue**, t**oo**, t**wo**, y**ou**
[ɜː] **ear**ly, h**er**, g**ir**l, w**or**k, T-sh**ir**t
[ɪ] **i**n, b**i**g, **e**xpens**i**ve
[e] y**es**, b**e**d, ag**ai**n, br**ea**kfast
[æ] **a**nimal, **a**pple, bl**a**ck, c**a**t
[ʌ] m**u**m, b**u**s, c**o**lour
[ɒ] s**o**ng, **o**n, d**o**g, wh**a**t
[ʊ] b**oo**k, g**oo**d, p**u**llover
[ə] ag**ai**n, t**o**day, **a** sist**er**
[i] happ**y**, Turk**ey**, coff**ee**
[u] m**u**seum, y**ou**, t**o**

[eɪ] n**a**me, **eigh**t, pl**ay**, gr**ea**t
[aɪ] **I**, t**i**me, r**igh**t, m**y**

[ɔɪ] b**oy**, t**oi**let, n**oi**se
[əʊ] **o**ld, n**o**, b**oa**t, yell**ow**
[aʊ] n**ow**, h**ou**se
[eə] wh**ere**, h**air**, sh**are**, th**eir**
[ʊə] t**our**
[ɪə] h**ere**, th**ea**tre, z**e**ro
[b] **b**ike, ta**b**le, cra**b**
[p] **p**en, **p**opular, sho**p**
[d] **d**ay, win**d**ow, goo**d**
[t] **t**en, bu**tt**er, a**t**
[g] **g**o, a**g**ain, ba**g**
[k] **k**itchen, **c**ar, ba**ck**
[m] **m**an, re**m**ember, **m**um
[n] **n**o, o**n**e, te**n**
[ŋ] wro**ng**, u**n**cle, tha**n**ks
[l] **l**ike, o**l**d, sma**ll**
[r] **r**uler, f**r**iend, so**rr**y
[w] **w**e, **wh**ere, **o**ne
[j] **y**es, **y**ou, **u**niform

[f] **f**amily, a**f**ter
[v] **v**ery, se**v**en, ha**v**e
[s] **s**ix, po**s**ter, ye**s**
[z] qui**z**, hi**s**, mu**s**ic, plea**se**
[ʃ] **sh**e, sta**ti**on, Engli**sh**
[ʒ] u**s**ually, trea**s**ure, gara**ge**
[tʃ] **ch**ild, tea**ch**er, wa**tch**
[dʒ] **j**ob, **G**erman, pro**j**ect, ora**nge**
[θ] **th**ing, **th**ree, ba**th**room, mon**th**
[ð] **th**e, fa**th**er, wi**th**
[h] **h**ouse, **wh**o, be**h**ind
[x] lo**ch**

Am besten kannst du dir die Aussprache der einzelnen Lautzeichen einprägen, wenn du dir zu jedem Zeichen ein einfaches Wort merkst – das [eɪ] ist der *name*-Laut usw.

## The English alphabet

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **a** | [eɪ] | **g** | [dʒiː] | **m** | [em] | **s** | [es] | **y** | [waɪ] |
| **b** | [biː] | **h** | [eɪtʃ] | **n** | [en] | **t** | [tiː] | **z** | [zed] |
| **c** | [siː] | **i** | [aɪ] | **o** | [əʊ] | **u** | [juː] | | |
| **d** | [diː] | **j** | [dʒeɪ] | **p** | [piː] | **v** | [viː] | | |
| **e** | [iː] | **k** | [keɪ] | **q** | [kjuː] | **w** | ['dʌbljuː] | | |
| **f** | [ef] | **l** | [el] | **r** | [ɑː] | **x** | [eks] | | |

## Unit 1 | p. 24

### 1 Check your vocabulary

a 6 points

1 rents
2 violence
3 addicts
4 shelters
5 roaches
6 curfew

b 6 points

1 fare
2 tip
3 change
4 check
5 vending machines
6 safe

### 2 Check your language 6 points

1 Who leads the tours? / Who takes us around Harlem?
2 How far do we ride (our bikes) on the tour?
3 What do we learn on the tour?
4 What places do we visit?
5 Who pays for lunch?
6 What languages do the tour guides speak?

### 3 Check your speaking (example) 12 points

I'm looking for ...
a piggybank: a box you put money in to save it; sometimes it looks like a pig.
a snow globe: a ball of glass that you shake and then it looks like a snowstorm inside.
a key ring: a circle that you put your keys on to keep them together.
a wallet: You carry your money and cards in it; you keep it in your pocket or bag.
a crown: it's on the Statue of Liberty's head; kings and queens wear them on their heads.
a Christmas ornament: You use it to decorate a Christmas tree.

### 4 Check your writing (example) 12 points

Dear Emily
We're in New York City at the moment and we're staying in the City Hotel near Central Park. We've seen so many sights in the last couple of days, like the Empire State Building, Times Square, the Statue of Liberty and Ground Zero. Yesterday we went to an art gallery, which was a little boring. The best thing so far is the food! It's very nice because there are so many different restaurants. We've eaten pizza, hot dogs and burgers so far. What about your holiday – are you having a good time?
Love Lisa

**Ex. 1–2:** Für jede richtige Antwort bekommst du **einen Punkt**.
**Ex. 3–4:** Für jeden sprachlich und inhaltlich korrekten Satz oder jede korrekte Frage bekommst du **zwei Punkte**.
Zähle die Punkte zusammen.

| 42–33 points | 32–21 points | 20–0 points |
|---|---|---|
| 🙂 Very good! | 😐 OK, but you can do better. Which exercise wasn't easy for you? Practise and try again. | ☹ You should practise more. Ask your teacher for help. |

## Unit 2 | p. 40

### 1 Check your vocabulary

**a** 5 points

1 headdress
2 feathers
3 jewelry/jewellery
4 beads
5 braids

**b** 5 points

1 poverty
2 unemployed
3 (to) drop out
4 protest
5 driving licence / driver's license

**c** 7 points

1 control
2 laws
3 safety
4 shootings
5 suicides
6 protect
7 protests

### 2 Check your language

**a** 6 points

1 were/was; would be
2 had; would wish
3 owned; would travel
4 could; would change
5 went; would take
6 had to; would choose

**b** 5 points

1 ourselves
2 each other
3 myself
4 each other
5 each other

### 3 Check your speaking (example) 16 points

It's important to continue traditions.

for: Well, in my opinion, it is important to continue traditions because they are a part of our history. You can also always create new traditions with your family and friends.

against: I don't think it's important to continue traditions because they are often very old and boring. I think people should decide for themselves if and how they would like to celebrate Easter, Christmas, etc.

Anybody can start a protest movement.

for: I think anybody can start a protest movement because if something is important to you, you can easily inspire others to care about it too. But you should also talk to people who disagree.

against: I disagree. I don't think anybody can start a protest movement because it's a lot of work and you need to be extremely inspired. It's difficult to find enough people who support you and your thoughts on a specific topic to actually make a change.

### 4 Check your writing (example) 10 points

Hey, I've just seen the new The Beauty and the Beast film. It was great! The film is a musical and it's about finding love and this important message: a person's character is more important than how they look. The main characters are Belle, who is a young and pretty woman from a small village, and the Beast, who was a prince, but was turned into a beast. He hides in his castle because he looks scary. Emma Watson and Dan Stevens play the main characters. I can really recommend it because it's a beautiful story about love, family and friendship.

**Ex. 1–2:** Für jede richtige Antwort bekommst du **einen Punkt**.
**Ex. 3–4:** Für jeden sprachlich und inhaltlich korrekten Satz oder jede korrekte Frage bekommst du **zwei Punkte**.
Zähle die Punkte zusammen.

| 54-45 points | 44–27 points | 26–0 points |
|---|---|---|
| 🙂 Very good! | 😐 OK, but you can do better. Which exercise wasn't easy for you? Practise and try again. | ☹ You should practise more. Ask your teacher for help. |

## Unit 3 | p. 58

### 1 Check your vocabulary

**a** 10 points

**cars:** engine, mirrors, roof, steering wheel, windscreen

**cars and bikes:** lights, seat(s), tyres, wheels

**bikes:** bell

**b** 6 points

1 connect
2 download
3 track
4 collect
5 charge
6 repair

**c** 6 points

1 rubbish
2 energy
3 pollution
4 environment-friendly
5 Invent
6 footprint

### 2 Check your language

**a** 5 points

1 was invented
2 were needed
3 was built
4 was produced
5 was given

**b** 3 points

1 While he was speaking on the podcast, Mack talked about his life in Michigan.
2 Because he wants to make a difference, Mack is a volunteer for two projects.
3 Mack does his homework and listens to techno. / Mack does his homework while he listens to techno.

### 3 Check your writing (example) 12 points

Hi there everybody! I'm in Death Valley National Park. The temperature is 36° and I'm on my way to Dante's View, a place where you have a beautiful view of Death Valley. I wanted to go hiking today, but it's just too hot. Hiking in these temperatures can be dangerous. Maybe I can go tomorrow, if I start in the early morning. Even though it's so hot outside, the top of the mountains have snow on them! ...

### 4 Check your speaking (example) 6 points

Hi (name)! I've just read your post about Death Valley National Park and I think it's really brave that you want to go hiking there! The name of the park sounds scary, but it looks beautiful. I hope you're careful and drinking enough water. ...

**Ex. 1–2:** Für jede richtige Antwort bekommst du **einen Punkt**.
**Ex. 3–4:** Für jeden sprachlich und inhaltlich korrekten Satz oder jede korrekte Frage bekommst du **zwei Punkte**.
Zähle die Punkte zusammen.

| 48–39 points | 38–24 points | 23–0 points |
|---|---|---|
| 🙂 Very good! | 😐 OK, but you can do better. Which exercise wasn't easy for you? Practise and try again. | ☹ You should practise more. Ask your teacher for help. |

## Unit 4 | p. 74

### 1 Check your vocabulary

**a** 5 points

1 e
2 d
3 a
4 b
5 c

**b** 8 points

1 unarmed
2 self-defence
3 charged
4 trial; cleared
5 prison
6 awareness; profiling

**c** 5 points

1 shocking
2 disgusted
3 surprised
4 interesting
5 inspiring

**d** 5 points

1 infection
2 temperature
3 prescription
4 antibiotics
5 pills

### 2 Check your language

**a** 5 points

1 the students a video
2 the problem to them
3 the class some brochures
4 some good books to/for the students
5 the teacher some links

**b** 5 points (example)

1 If I hadn't missed the bus, I would have been on time / I wouldn't have been late.
2 If it hadn't rained on the way to school, I wouldn't have got wet.
3 If I hadn't forgotten my homework, the teacher wouldn't have been annoyed.
4 If I hadn't dropped my phone, it wouldn't have broken.
5 If I hadn't got great grades in the test, my parents wouldn't have been happy.

### 3 Check your speaking (example) 8 points per person

**A:** Hello, how can I help?
**B:** Hello, I'm not feeling very well. I would like to see the doctor.
**A:** Okay, no problem. Are you free tomorrow morning?
**B:** No, sorry. I have school tomorrow. What about this afternoon?
**A:** I'm sorry, we don't have any appointments left this afternoon. What about tomorrow at 3pm?
**B:** Yes, that's perfect. Thank you very much!
**A:** You're welcome. Bye.
**B:** Bye. have a nice day.

### 4 Check your writing (example) 12 points

Hey Sarah! I've just read the book *The hate U give*, have you heard of it? If you have, what did you think about it? I really liked the book, but I was shocked at the content. I didn't know that police violence against black people is such a big problem in the USA. The government should really do something about it. Hope to hear from you soon!

**Ex. 1–2:** Für jede richtige Antwort bekommst du **einen Punkt**.
**Ex. 3–4:** Für jeden sprachlich und inhaltlich korrekten Satz oder jede korrekte Frage bekommst du **zwei Punkte**.
Zähle die Punkte zusammen.

| 53–45 points | 44–26 points | 25–0 points |
|---|---|---|
| 🙂 Very good! | 😐 OK, but you can do better. Which exercise wasn't easy for you? Practise and try again. | ☹ You should practise more. Ask your teacher for help. |

## Unit 5 | p. 92

### 1 Check your vocabulary

**a** 6 points

1 maple leaf
2 wilderness
3 Inuit
4 beaver
5 polar bear
6 British queen/king

**b** 7 points

1 attack, attacker, attack
2 migrate, migration
3 relax, relaxing
4 ride, rider
5 survive, survivor, survival
6 terrorist, terror, terrified
7 visit, visitor, visit

**c** 7 points

1 do
2 make
3 do
4 do
5 make
6 do
7 make

### 2 Check your language

**a** 5 points

1 Aren't you leaving for Canada today?
2 Didn't you have a good time?
3 Doesn't your family live in Germany?
4 Isn't it a long flight home?
5 Aren't you going to sleep on the plane?

**b** 5 points (examples)

1 Yesterday I had to write a test.
2 Every day I have to set the table.
3 Next week I'll be able to relax in the sun.
4 At the weekend I'll be allowed to go to a concert.

### 3 Check your speaking (example) 8 points per person

**Reporter:** So, you're a legend! How did you beat Mervin the marmot?
**Tommy:** Well, it started when Ophelia invited me to her place to play the game.
**R:** Right, and then what happened?
**T:** I played the game at her place every afternoon for a few days. I concentrated really hard.
**R:** Right. Can you explain a bit more?
**T:** I was able to beat *Mervin the marmot* and I was so excited about it. After that, I tried it one more time and won again!
**R:** Wow! That's amazing. How did you feel after that?
**T:** In the beginning the others didn't believe me. But when they finally did, I felt just great.
**R:** Cool. Thanks for talking to us.

### 4 Check your writing (example) 14 points

Day 5 in the wilderness. Today was a good day. I made a campfire and me and mum cooked lunch on it. We had potatoes and lots of different vegetables. After that, we went to the lake near our tent and we saw a beaver! That was really cool. I was able to go for a swim, but the water was very cold. I had to get out of the water quickly and sit next to the campfire to warm up. It was a very nice day!

**Ex. 1–2:** Für jede richtige Antwort bekommst du **einen Punkt**.
**Ex. 3–4:** Für jeden sprachlich und inhaltlich korrekten Satz oder jede korrekte Frage bekommst du **zwei Punkte**.
Zähle die Punkte zusammen.

| 51–43 points | 42–25 points | 24–0 points |
|---|---|---|
| 🙂 Very good! | 😐 OK, but you can do better. Which exercise wasn't easy for you? Practise and try again. | ☹ You should practise more. Ask your teacher for help. |

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RUSSIA
Bering Strait
Arctic Ocean
ICELAND
Greenland
(DENMARK)
0 100 200 300 400 500 miles
0 200 400 600 800 km
Alaska Standard Time
7:00
−9 h
Yukon
Alaska
(USA)
Beaufort Sea
Parry Islands
Queen Elizabeth Islands
Ellesmere Island
Melville Island
Devon Island
Banks Island
Victoria Island
Prince of Wales Island
Somerset Island
Baffin Bay
Baffin Island
Aklavik
Yukon
Klondike
Mackenzie Mountains
Dawson City
Great Bear Lake
Igloolik
Mt. Logan
5959
Yukon Territory
Mackenzie
Northwest Territories
Nunavut
Gulf of Alaska
Whitehorse
Glacier Bay National Park
Yellowknife
Southampton Island
Iqaluit
Lower Post
Great Slave Lake
Liard
Fort Nelson
Rocky Mountains
Canada
Labrador Sea
Atlantic Ocean
Kangiqsualujjuaq
Kuujjuaq
Nunavik
Newfoundland and Labrador
Newfoundland Standard Time
12:30
−3 h 30
Lake Michikamau
Labrador
Forteau
Peace
Lake Athabasca
Churchill
Hudson Bay
Queen Charlotte Islands
British Columbia
Alberta
Pacific Ocean
Mt. Waddington
4016
Mt. Robson
3954
Fraser
Goodfish Lake
Saskatche-wan
Manitoba
Québec
St. John's
Newfound-land
Edmonton
Vancouver Island
Vancouver
Victoria
Saskatoon
Saskatchewan
Lake Winnipeg
Ontario
Calgary
Saint-Pierre & Miquelon
(FRANCE)
PEI
Tadoussac
Charlottetown
Sydney
St. Lawrence
NB
Nova Scotia
Fredericton
Québec
Regina
Cowessess
Winnipeg
Thunder Bay
Great Lakes
Saint John
Halifax
Pacific Standard Time
8:00
−8h
Mountain Standard Time
9:00
−7h
Central Standard Time
10:00
−6h
Sault Sainte Marie
Lake Superior
Montréal
Ottawa
Atlantic Standard Time
12:00
−4h
Hamburg
GERMANY
Munich
Lake Michigan
Lake Huron
Toronto
Lake Ontario
Eastern Standard Time
11:00
−5h
Niagara Falls
Windsor
Lake Erie
UNITED STATES OF AMERICA (USA)
Cities and towns:
over 1,000,000 inhabitants
500,000 – 1,000,000 inhabitants
100,000 – 500,000 inhabitants
under 100,000 inhabitants
Ottawa National capital
Halifax Provincial/Territorial capital
International boundary
Provincial/Territorial boundary
Time zone boundary
−3h 30 Time difference to Greenwich Mean Time
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